

LESSON PLAN Reducing Global Consumption

GRADE 6 (MB, NB, NS, NL, ON, PE, SK)
7 (AB, BC, NT, NU, QC, YK)
8 (QC)

SUBJECT Science

TIME NEEDED 60 minutes

- Motivational Hook (5 Minutes)
- Open (15 Minutes)
- Body (33 Minutes)
- Close (7 Minutes)

VOCABULARY

- Consumption
- Limited resources
- Ecological footprint
- Biodiversity
- Sustainability



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LEARNING OBJECTIVES/OUTCOMES

- Demonstrate understanding of consumption patterns
- Link consumption patterns to environmental degradation and diminishing biodiversity
- Explain importance of biodiversity
- Gain insight into why society should reduce consumption.

MATERIALS REQUIRED

- *The Earth Book* by Todd Parr
- Overhead projector
- Template of key concepts and related terms
- Computers with internet access and a printer
- Prompting questions template
- Activity template
- Writing and coloring utensils.

DESCRIPTION OF ACTIVITY

Motivational Hook (5 Minutes)

- A read-a-loud of *The Earth Book* by Todd Parr is performed by the teacher. Students are allowed to sit in any comfortable space and/or position during the read-a-loud as long as they are attentive.
- Ask if students know any “R-words” relative to the reading. Display the five “R-words” (rethink, reduce, reuse, recycle and recreate) on the overhead and highlight “reduce” (See Appendix One). Ask the students to define this word. Introduce this word as the day’s lesson theme.

Open (15 Minutes)

- Ask students to return to their individual seats.
- Display the term template on the overhead, including concepts such as limited resources, consumption, ecological footprint, biodiversity and sustainability (See Appendix Two).
- Go over each term, asking if students have heard it before and if so, to try to define it. Write definitions on the overhead and ask students to copy them into a notebook.
- Take any questions students may have in regard to the key terms prior to continuing the lesson.

Body (33 Minutes)

- Provide students with structure for the remaining portion of class: tabulating individual ecological footprints (10min); partnered discussion of results and connecting those results to reducing consumption (8min); activity on template demonstrating understanding of lesson (15min).
- Assign students to a computer and have them go to the Zero Footprint Kids Calculator website (See References). Each student is to follow the prompts on the website and answer questions honestly in order to tally their individual ecological footprints. Monitor student progress, stopping where facilitation is required.
- Once students have completed all steps, click on the “Total” tab and have students print out the results. Put the prompting questions template on the overhead to assist shared learning between students (See Appendix Three).
- Pair students as results are printed, in the order the printed documents come out. Student pairs are to sit together and discuss their results, using overhead prompts.
- While discussion is taking place, hand-out the activity template and rubric to each student (See Appendices Four and Five).
- Explain to students that they are to write a sentence or make illustrations in response to each question. If students choose to draw, then the illustration must demonstrate understanding.
- For this portion of the lesson, students can work alone or with partners, but each must complete and submit individual work.

Close (7 Minutes)

- Have students return to their desks and initiate guided class discussion. Invite students to make comments on what they have learned today.
- Prompt students to explain the impacts of over-consumption to the environment, how these impacts lead to environmental degradation, and how degradation negatively affects biodiversity.
- If students have not completed Appendix Four, then they are required to finish it for homework and submit it the following day for grading.
- If students finish early, then they can discuss their worksheets with others to compare examples.

ASSESSMENT

- Assessment occurs through observation of student partnered discussions, clarity of understanding on submitted worksheets, and demonstration understanding of key concepts during closing discussions (Wiggins & McTighe, pp.1).
 - During activity, take note of any observations that demonstrate learning and/or understanding.
 - The worksheet is to be submitted in class or the following day for assessment.
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EXTENDED ACTIVITIES

- Incorporate this lesson on reducing into lessons focussing on the other four *Rs* (rethink, reuse, recycle and recreate).
 - Have students visit other classrooms to talk about reducing consumption and ecological footprints.
 - Create a collage of class footprints by having students draw inside their individually traced feet.
 - Connect to *Understanding Matter and Energy* or *Understanding Earth and Life Systems* strand.
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PRINT AND WEB SITE REFERENCES

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