



ADDRESSING HARMFUL ENVIRONMENTAL BEHAVIOURS

Grade level: 5

Provincial curriculum links: Ontario

Subject: Science and Technology; The Arts

SPECIFIC LESSON GOALS

- ☆ The nature of science as an inquiry field
- ☆ That clear communication is an essential part of doing science
- ☆ The role of modern technology in scientific research and information gathering
- ☆ And recognize their human place in the organic world
- ☆ access and process information from readings, investigations, and/or oral communications
- ☆ analyze data to identify trends and form conclusions
- ☆ interpret and communicate findings (i.e., speaking, writing, and drawing) in a form suited to the purpose and audience, using developmentally appropriate methods including technology tools and telecommunications
- ☆ modify ideas based on new information from developmentally appropriate readings, data, and the ideas of others
- ☆ describe to others how scientific information was used
- ☆ explain that technology extends the ability of people to change the world. (e.g., to cut, shape, or put together materials, to move things from one place to another, and to reach farther with their hands, voices, senses, and minds)

DESCRIPTION

Students will brainstorm activities they have observed people doing in the natural world around them that seem to harm the natural environment. While working cooperatively in groups, the students will create pictures and write short paragraphs illustrating and describing the behaviour and ways to accomplish the same behaviour without harming the environment.

PREPARATION

Length of lesson: 50mins

RESOURCES REQUIRED:

- art supplies (ex. crayons, scissors, glue, construction paper)
- magazines from various topics for real-life "photos"
- pencils
- [Post-Activity Handout](#)

PROCEDURE

- Students will become aware of the harmful behaviours of people in the natural environment.
 - Students will generate, in cooperative groups, ideas about what they think maybe harmful to the environment, create visual representations of these destructive practices to be shared with the entire class, and brainstorm ideas to combat such pollutant activities.
 - Individually, students will complete the Post-Activity Handout and submit it to the teacher.
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- After placing the students in cooperative groups, ask the students to help make a list of activities people do that seem harmful to the native plants and animals of the environment.
 - As responses are given, record them down on the blackboard or overhead transparency for the whole class to view.
 - Students will use cut out photos from magazines and/or draw pictures to illustrate the stated harmful behaviours visually. Each group's cards will be collected and redistributed so that each group gets another group's pictures. [Author's Note: The number of cards each group makes is dependent on: 1) the number of children in the class, thus 2) the number of student groups, and 3) the number of responses voiced on the board.
 - Obviously, as with any practical lesson plan execution, the teacher would need to divide the total class as evenly as possible and fill in some ideas of her/his own if the class, as a whole, was unable to generate an adequate number of responses.
 - Ask the group to analyze each of the cards they've received, directing them to discuss such things as;
 - What is happening?
 - Does it harm wildlife? How?
 - Does it seem to be appropriate or inappropriate behaviour? Why?
 - Is the person doing it having fun?
 - What are alternative forms of the same behaviour that would be less harmful to the environment?
 - Each group will report to the rest of the class, displaying the picture card and discussing their feeling concerning the harmful activity, and their possible recommendation(s) for less harmful behaviours.
 - After each group has had a turn to lead the discussion, the illustrative cards could be posted in the classroom science center as a reminder of the harmful way(s) people could behave in the environment.
 - The groups will split up, and each will be asked to complete the post-activity handout within 15-20 minutes, as it will be collected at the end of the class session

STUDENT/ PARTICIPANT EVALUATION

Following the activity, review the students' responses to the Post-Activity Handout so that individual (as opposed to group) comprehension can be assessed

ENRICHMENT AND EXTENSION ACTIVITIES

After seeing the multiple ways in which humans are harmful to the environment, students could create handbooks illustrating the harmful behaviour and outline alternative ways that would be less harmful to their environment. Each student could make their own handbook to take home and share with their family. To enhance this lesson for an upper grade level, students could be asked, based on the harmful behaviours they're now aware of, to compose a personal code of environmental ethics, incorporating, in thematic paragraph form, all of the behaviours discussed in class

SAMPLE LESSON PLAN

POST ACTIVITY HANDOUT

Name: _____

Directions: Complete the following questions based on the Environmentally Harmful Behaviors we learned in class today.

1. Make a list of five things which people do that harm wildlife:

1. _____
2. _____
3. _____
4. _____
5. _____

2. For each of the five things listed above, describe what you can do about it.

3. Make a list of ten things which people can do to help the natural wildlife.

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| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |