

FUTURE GENERATIONS

Sustainability Lesson Plans
for Primary Schools

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FSC® F000201

Story and Bookmark



FUTURE GENERATIONS.



Year Level: 3-4
Lesson Duration:
50 Minutes

According to the Victorian Curriculum and Assessment Authority (AusVELS), students progressing towards level 4 in Arts and English are expected to:

- Apply and develop their arts knowledge by exploring arts processes and ways to communicate concepts arising from their personal experiences and from the world around them.
- Communicate ideas, observations and feelings using a range of media, materials, equipment and technologies to make art works.
- Create imaginative texts based on characters, settings and events from students' own and other cultures (ACELT1601)
- Create literary texts by developing storylines, characters and settings (ACELT1794)

Learning Intention & Success Criteria:

L.I: To creatively explore the different uses of a forest and to present information in multiple ways. Be able to research and present information on a sustainability topic.

S.C: I have written a short story that shows my understanding of how a forest is used, and I have my own bookmark to take home.

Pre-requisite knowledge and/or links to previous/future lessons:

- Prior knowledge of basic story writing structure
- Some knowledge of what it means to be 'environmentally friendly'

Resources/materials/equipment required:

- Story and bookmark template page.
- Access to the video links (provided in the Lesson Introduction section) and a way to show them to the class.
- FSC Video Guide resource (Forest Stories)

Additional Resources:

- Sustainability definitions for teachers and pupils
<http://www.googolpower.com/content/free-learning-resources/environmental-education/definitions-of-sustainability-for-children>

Preparation:

Photocopy enough Story and Bookmark templates for every student. Ensure access to provided video links. Photocopy the Video Guide for each student.

Lesson Introduction:

(15 minutes)

- Distribute Video Guides. Briefly discuss with pupils the different ways a forest is used, and who it might be used by. Suggested topics – endangered species, indigenous groups, forest recreational activities, forests for medicinal research, companies who make wood products.
- Talk about why the forest is useful for the lives of your students. Demonstrate some items in the room which are wood or paper based.
- Show the following videos which outline how some different people/animals use the forest, being prepared to discuss terms such as sustainability using the Video Guide resource:

- ENDANGERED ANIMALS:

<https://www.youtube.com/watch?v=8-IAMEgILq8>

- INDIGENOUS GROUPS:

<http://www.birdlife.org/pacific/news/video-ecological-economic-and-intrinsic-values-forests-natewa-tunuloa-important-bird>

Main Component of Lesson:

(30 minutes)

- Ask pupils to write a short story about someone who uses a forest on the provided template page. Their story needs a beginning, middle and end.
- Their story should show why and how the main character uses the forest, and should say why it is important that they are allowed to keep using the forest.
- When pupils have written their short story, pupils should use the provided template to draw their own bookmark with a character from their story.

Lesson Conclusion:

(5 minutes)

- Discuss what students have learned about how a forest is used.
- Allow students to take home their story and bookmark. They may need to finish their bookmark at home.

Learning Outcomes:

- Students should be able to name a number of different groups to whom forests are important.
- Students should have written a story that adequately shows why forests are important to their main character.
- Students should display the basics of story writing, with a beginning, middle, and end apparent in their stories.

Environmental Footprint



**FORESTS
FOR ALL
FOREVER**

**FUTURE
GENERATIONS.**



Year Level: 3-4

Lesson Duration:

2 x 50 Minute lessons

According to the Victorian Curriculum and Assessment Authority (AusVELS), students progressing towards level 4 in Civics and Citizenship are expected to:

- Students engage in democratic processes to plan and carry out activities and events at the school or in the local community.
- They participate in community, school and/or home-based projects designed to protect and care for the natural and built environment and promote the sustainable management of resources that they use.
- Students learn about environmental and charitable organisations. They develop knowledge about their community and environment, and a sense that individuals' contributions can care for and improve the environment, their own lives and the lives of others.

Learning Intention & Success Criteria:

L.I: To understand individual, household, school, and community impact on the environment and to plan, vote, and commit to a class group action plan to reduce environmental footprint.

S.C: I am aware of how my actions add to the impact of climate change, and I am actively reducing the impact I have on the environment.

Pre-requisite knowledge and/or links to previous/future lessons:

- Prior knowledge of mind maps, brainstorming.
- Prior knowledge of what energy is, and the sources of energy.
- Prior knowledge of voting in a fair, democratic system.

Resources/materials/equipment required:

- Computers – access to the internet

Additional Resources:

- EPA Ecological Footprint Calculators
<http://www.epa.vic.gov.au/ecologicalfootprint/calculators/default.asp>
- Animation – Carbon Footprint
<http://www.epa.vic.gov.au/agc/animations.html>



Preparation

Calculate ecological footprint of school. Optional – Give students at home task of investigating which everyday tasks use energy, what type of energy, sources of waste, how household waste is disposed of, and whether the products their parents buy are sustainably sourced.

Lesson Introduction:

(30 minutes)

- Optional – Complete Activity sheet: ‘What is an Environmental Footprint?’
- Class discussion: create mind map about sources of energy, waste, and the effect these have on the environment. Identify misconceptions. Provide prompts such as the garbage patches in the oceans, food waste producing methane, emissions from motor vehicles, burning coal to produce electricity etc.
- Introduce the concept of an ecological footprint. Optional: show animation ‘Carbon Footprint’.

Main Component of Lesson:

(30 minutes)

- Students calculate their ecological footprint using EPA calculator or activity sheet.
- Students use the internet or other material provided to research ways of reducing household waste.
- Students work individually to produce action plan for reducing their ecological footprint. Complete Individual section of worksheet ‘How to reduce my Environmental Footprint’
- Break

Main Component of Lesson:

(30 minutes)

- As a class explore the environmental footprint of the school, mind map about how energy is used and wasted.
- Class vote on an action plan to reduce their collective footprint.
- Pledge, commit to these actions, and the individual action plan.

Lesson Conclusion:

(10 minutes)

- As a class go back over the concept of a carbon footprint, waste, and how energy is produced and used.
- Hang Pledges around the room

Learning Outcomes:

- Students take part in a fair, democratic process to agree on a group action plan.
- Students understand the ecological impact of their individual actions, home, and school.
- Students understand the importance of living sustainably in order to conserve resources and protect the environment.
- Students participate in a school/home based project designed to protect and care for the natural and built environment and promote the sustainable management of resources that they use.

Alternative Versions:

- For younger students, use worksheet ‘How big is my Environmental Footprint’ instead of EPA calculator.
- For older or advanced students, research environmental organisations e.g. FSC, WWF, EPA.

Environmental Footprint



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Year Level: 3-4
Lesson Duration:
50 Minutes

According to the Victorian Curriculum and Assessment Authority (AusVELS), students progressing towards level 4 in Civics and Citizenship are expected to:

- Participate in community, school and/or home-based projects designed to protect and care for the natural and built environment and promote the sustainable management of resources that they use.
- Learn about environmental and charitable organisations. They develop knowledge about their community and environment, and a sense that individuals' contributions can care for and improve the environment, their own lives and the lives of others.

Learning Intention & Success Criteria:

L.I: To understand individual and collective impact on the environment and to plan and commit to an action plan to reduce individual environmental footprint.

S.C: I am aware of how my actions add to the impact of climate change, and I am actively reducing the impact I have on the environment.

Pre-requisite knowledge and/or links to previous/future lessons:

- Prior experience of brainstorming and mind maps
- Prior knowledge of energy sources and waste.
- Links to future lesson "Environmental Footprint 2"

Resources/materials/equipment required:

- FSC Activity Sheet "What is an Environmental Footprint?"
- FSC Activity Sheet "How to reduce my Environmental Footprint"
- Computer with access to internet.
- EPA Ecological Footprint Calculators - <http://www.epa.vic.gov.au/ecologicalfootprint/calculators/default.asp>
- EPA Animation Carbon Footprint - <http://www.epa.vic.gov.au/agc/animations.html>

Additional Resources:

- FSC Activity Sheet "How big is my Environmental Footprint?"
- Board for brainstorm
- Scissors, glue and magazines, newspapers etc to make collage on Activity Sheet "What is an Environmental Footprint?" or ICT device to add pictures from internet.

Preparation:

Photocopy activity sheets as needed.

Lesson Introduction:

(15 minutes)

- Introduce the term 'environmental footprint' (show EPA animation 'Carbon Footprint')
- Brainstorm about things that contribute to your environmental footprint, 3 main categories
 - Energy, Water, Waste.

Main Component of Lesson:

(30 minutes)

- Ask students to complete the Activity sheet "What is an Environmental Footprint?"
- Provide magazines, newspapers etc for collage OR
- Use ICT device to download activity sheet and add pictures from the internet.
- If enough time/older students, ask students to calculate environmental footprint using online calculator
OR
- If no time/younger students, Introduce Activity Sheet "How big is my Environmental Footprint?" and set a homework task to complete it.

Lesson Conclusion:

(10 minutes)

- Recap what students have learned in lesson, class "share time" of collages.
- Ask students to fill in Activity Sheet "How to reduce my Environmental Footprint"

Learning Outcomes:

- Students understand the ecological impact of their individual actions at home and school.
- Students understand the importance of living sustainably in order to conserve resources and protect the environment.
- Students plan and commit to implementing an individual action plan to reduce their environmental footprint.

Alternative Versions:

- For younger students/homework task/if no computer access use Activity Sheet "How big is my Environmental Footprint" rather than the EPA calculator.
- For older or advanced students, set them the task of finding 5 facts about environmental organisations e.g. WWF, FSC, EPA.

FSC Activity Sheet

How big is your environmental impact?



Instructions

1. Write down 10 activities you do every day. You may choose activities such as having a shower, eating a meal, watching T.V, or using the heater.
2. Record which resources were used, this includes water, electricity, and gas.
3. Record how long you were using each resource for each activity. If you use more than one resource, include the amount of time each resource is used for.



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Activity	Resources	Time
Brush my teeth	Water - 1 minute Electricity - 4 minutes	1+ 4 = 5 minutes
Total Score. Add up all the minutes to find how big your footprint is:		

How big is your Environmental Footprint?

Small = 100-150 minutes

Medium = 160-200 minutes

Large = 210-300 minutes

FSC Activity Sheet

How big is your environmental impact?



Instructions

Think about the changes you will make to your daily activities to reduce your environmental footprint. Commit to making these changes by printing your name and signing the pledge to the right.



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Write down 3 changes you will make to use less energy.

1. _____
2. _____
3. _____

Write down 3 changes you will make to use less water.

1. _____
2. _____
3. _____

Write down 3 changes you will make to produce less waste.

1. _____
2. _____
3. _____

I hereby pledge that I will reduce my environmental footprint by making the changes to my daily activities listed above. By reducing my environmental footprint, I am making the world a healthier, safer, and happier place for all living things.

Signature: _____

Signed by: _____

FSC Activity Sheet

How big is your environmental impact?



Australia's Environmental Footprint

In Australia, we're consuming more than three times our fair share of the planet's natural resources. If we continue these consumption patterns, we will face an ecological overshoot that will have far reaching future consequences for people and nature.

For More Information:
<http://www.wwf.org.au>



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What is an Environmental footprint?

Cut out pictures from newspapers, magazines, or use a computer to create a collage of images that represent things that make up your Environmental footprint below: