

Act Today for a Bright Future

A classroom resource for teaching sustainable living. This lesson package is part of the WE Schools WE Go Green campaign.

Grades 6 to 8
American Edition

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Dear Educator,

Welcome to the WE movement. We are so glad you've joined us in our mission to inspire, educate and empower students to find their place and voice in the world. Throughout the last two decades, educators have stood by us. With over 16,000 schools thriving in WE Schools, we are delivering impressive results in academic engagement, life skills and civic engagement. Through experiential service-learning, students become more engaged in local and global issues.

We want to live a sustainable world. In our international development work, we have seen firsthand that development projects that do not include the community members it serves are not sustainable and do not work. Whenever we take on a new project, we ensure that community members not only support what we are doing, but that they are a part of the planning, training, execution and implementation. In North America, we strive for sustainability every day. In our new WE Global Learning Center headquarters, we have used sustainable materials, restored instead of rebuilt and ensure staff think about the costs of office behavior like printing so that we can play a key role in creating a sustainable world.

Act Today for a Bright Future is designed to help students understand the consequences of their behavior by putting into context how simple daily action can either increase or decrease their ecological footprint. Students will consider issues of sustainability from various perspectives to ensure that they don't just see issues from their side. Considering other perspectives will help them be more empathetic to the many sides and issues of sustainability, so that they can create smarter solutions to support sustainable living.

This is an exciting time to work in education. Together, we have the power to reignite the fundamental purpose of education: moving students to want to learn, and preparing them with the life skills to better the world and forge their own paths to success.

Thank you for having the passion to bring WE into your classroom. We are honored and encouraged to work with such a dedicated and enthusiastic group.

We are stronger together,



Craig and Marc Kielburger
Co-Founders, WE



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Essential Question: What is experiential service-learning and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

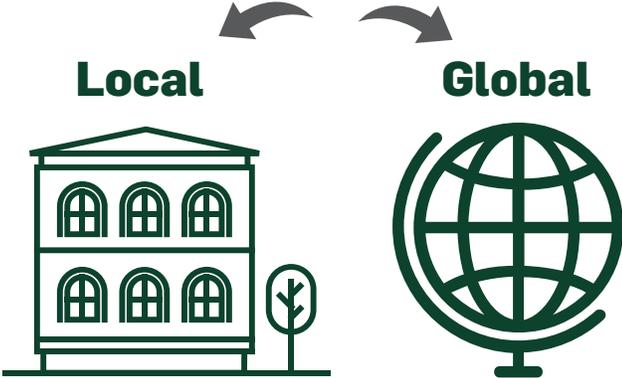
WE Schools

WE Schools is a unique, step-by-step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in 16,000 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

What Is Experiential Learning?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It's a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community's needs.

The Four Steps of WE Schools

- 1. Investigate and Learn**
Students explore topics related to a real-world challenge or opportunity.
- 2. Action Plan**
Students develop a plan to implement their service-learning project, including one **local** and one **global** action.
- 3. Take Action**
Students implement their action plan.

- 4. Report and Celebrate**
Students present the results of their service-learning initiatives.

Setting Students Up For Success: In School, the Workplace and Life

WE Schools Introduction: [WE.org/we-at-school/we-schools/](https://www.we.org/we-at-school/we-schools/)

Living WE is about improving our lives and our world by reaching out to others. It involves focusing less on “me” and more on “we”—our communities, our country and our world.

Social Emotional Learning: The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflicts and make responsible decisions.

Global Mindset: The ability to operate comfortably across borders, cultures and languages is invaluable. WE Schools programming promotes global mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

Reflection is a key component of our experiential service-learning model. Our reflection activities direct students' attention to new interpretations of events and provide a lens through which service can be studied and interpreted.

Our Learning Skills Legend



Argument formation



Information literacy



Leadership skills



Organization



Action planning



Research and writing



Critical thinking



Reflection

Act Today for a Bright Future Overview

As global citizens, it is essential that we understand our role in creating a sustainable planet for all. Each person needs to do their part to ensure the choices they make today will allow future generations to thrive.

Act Today for a Bright Future is a classroom resource that brings the issue of sustainability into the classroom and engages students to learn about the importance of living sustainably every day so future generations have the same opportunities that they have. Students will look at various matters within the issue of sustainability from a new perspective in order to understand the topic better. The resource includes detailed plans, blackline masters and appendices. The activities will educate young people and help them find the role they play in the global sustainability movement.

Subject(s): The Arts, English, Social Studies

Grade Level:

Grades 6 to 8

WE Learning Framework Skills:



Essential Questions:

- ▶ How do humans impact the environment?
- ▶ What does it mean to live sustainably?

Word Bank

Consume—Use up (a resource), buy (goods or services).

Ecological footprint—The amount of land that is required to support the resource needs and waste of a person.

Sustainability—The avoidance of the depletion of natural resources in order to maintain an ecological balance.

Source: Oxford Dictionaries oxforddictionaries.com

Assessing the Learning

You know your students best—their learning styles and preferences, skill levels and knowledge. You are in the best position to anticipate the habits of mind that will make this classroom resource successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used.

Teaching strategies include film, storytelling, carousel, jigsaw and graffiti exercises. Assessment strategies include entry tickets, graphic organizers, think-pair-share, discussions, reflection and peer feedback.

Materials and Resources

- Chart paper and markers
- *The Giving Tree* by Shel Silverstein, or *The Lorax* by Dr. Seuss
- Appendix 1: Classroom Observation Forms
- Blackline Master 1: My Choices Questionnaire
- Blackline Master 2: Creating Sustainable Cities

▶ Explore other resources and current campaign offerings at WE.org

Lesson 1:

Living Sustainably



Suggested Time:

60 minutes

Learning Goals:

Students will:

- Understand the term *sustainability* as a way of life and what it means to their daily interactions and experiences
- Explore sustainability as it applies to an issue of interest to them

Investigate and Learn

1. Before class, fill a jar with water from a nearby river, lake, pond or tap, or bring in a bottle of water.

Educator's Note: If it is not possible to bring in a vessel of water, use a photo that clearly depicts the general source.

2. **Recommended Assessment For Learning:** At the beginning of the class, write the following on the board: "Sustainability—The avoidance of depletion of natural resources in order to maintain an ecological balance." On an entry ticket, ask students to record words that are related or have a similar meaning (e.g., support, endure, withstand, maintain). Review tickets to gain an understanding of student knowledge of the term *sustainability*.

3. Show students the jar of water by passing it around or displaying it at the front of the room. Engage students in a conversation on water sources, water cycles, what affects water and what may be in treated and untreated water. Ask students to think about the jar of water circulating the classroom, then to think more broadly. Ask students:

- a. Where do you think this water came from?
- b. What is in this water?
- c. Where has this water been?
- d. How old is this water?
- e. Who owns the water?
- f. Is this water sustainable? How so?

4. To ensure students understand the theory of sustainability, lead a class discussion using the following questions:
 - a. What is sustainability? (E.g., the endurance of systems or processes. The continued existence of a system or process that is not exhausted into extinction.)
 - b. What is sustainable? (I.e., what can exist indefinitely or for a considerably long time? E.g., ecosystems, lifestyles, financial systems, urban/rural development, farming practices, etc.)

- c. Who is affected by sustainability? How so? (E.g., everyone is affected whether they contribute to it or not; they depend on it for their own existence.)
- d. How can you live sustainably? (In everything you do and everything you consume, think about the source, the use and the end of its life. Can it continue to exist in this manner? Will future generations be able to enjoy it too?)

5. **Recommended Assessment As Learning:** Using think-pair-share, ask students to think about the jar of water and ask, what makes water a sustainable resource? What makes rivers, lakes and ponds sustainable? Why are some rivers, lakes and ponds not sustainable? What happens to them? What do we need to do to ensure water is sustained and preserved for future generations?

6. Advise students that the key to thinking about sustainability is to think long-term. Issues of sustainability exist throughout generations. The more sustainably each generation behaves, the better they will leave the world for future generations.

7. Read to students *The Giving Tree* by Shel Silverstein. Discuss with students what happens to the tree as it gives of itself and the boy takes from it.

- a. How is this a story of sustainability?
- b. At which point does the tree give too much?
- c. At the end of the story, is the tree able to give anything else?
- d. Will the tree be able to help anyone else?
- e. How could the story be different, more sustainable?
- f. What needs to change so that the tree may keep giving?
- g. How can we make this a story about sustainability?

Educator's Note: As an alternative, consider using *The Lorax* by Dr. Seuss.

8. **Recommended Assessment Of Learning:** Now that students understand the theory of sustainability and the lasting effects of our behavior, ask students to make a sustainability promise to themselves and future generations. Ask students to take a moment to consider what they can do, then write out their promise on a piece of paper, or a naturally fallen leaf collected from a tree (season permitting). Collect and display the promises on a sustainability tree. A tree symbolizes strength, wisdom and life, making it a perfect visual reminder for students of why we choose to live sustainably.

Educator's Note: Ensure students understand that sustainability and sustainable living encompass much more than just what we interact with in the environment. In addition to caring for the world around us, we must take care of ourselves and others. Health, well-being and livelihood are all important parts of sustainable living. Ask students how they can live sustainably through good health, well-being and livelihood.

Lesson 2:

The Human Impact



Suggested Time:

120 minutes (over two classes)

Learning Goals:

Students will:

- Review their current understanding of the term *ecological footprint* and explore their ability to limit their own footprint
- Consider various perspectives on ecological issues

Part 1

- Recommended Assessment For Learning:** Distribute **Blackline Master 1: My Choices Questionnaire**. Have students complete the questionnaire to help them gain a better understanding of how they consume and discard natural resources. As students complete the questionnaire, circulate and record observations of student knowledge using the forms in **Appendix 1: Classroom Observation Forms**.
- Now that students have an idea of their resource consumption, ask students:
 - Which of your consumption behaviors surprised you the most? Why?
 - What changes can you make to your lifestyle to make it more sustainable?
 - Do you think a sustainable lifestyle is a short-term or long-term commitment? Why?
 - Do you know what an ecological footprint is? If so, how does your ecological footprint relate to how you consume natural resources?
 - Do ecological footprints come in different sizes? Explain.
 - Who has an ecological footprint?
 - If someone has a large ecological footprint what does that say about his or her consumption and waste habits?
- In groups of three to four, have students list the 10 countries they believe have the largest ecological footprints. Ensure students include the rank they believe the United States holds on the list, whether they believe it is in the top 10 or not.

Educator's Note: For a graffiti exercise, post large pieces of paper around the room with markers nearby. Invite students to circulate and respond to the question written on each paper. Students can draw pictures or write their responses anywhere there is white space on the paper.

- Recommended Assessment Of Learning:** Prepare a graffiti exercise: Post five pieces chart paper around the room with markers. Write one of the following questions on each piece of paper:

- What do the facts suggest about Americans' collective behavior? What can we infer?
- Would you consider the United States' ecological footprint large or small? Why?
- What happens if Americans use more than our share of land and sea? Is it fair?
- Why do developed nations have larger ecological footprints?
- How might the American ecological footprint affect the 8.7 million plant and animal species that we share the planet with? (Source: BBC, www.bbc.com/news/science-environment-14616161)

Show the following chart to students and encourage them to circulate and respond to the posted questions:

Rank	Country	Ecological footprint in global hectares per capita
1	United Arab Emirates	10.68
2	Qatar	10.51
3	Bahrain	10.04
4	Denmark	8.26
5	Belgium	8.00
6	United States	8.00
7	Estonia	7.88
8	Canada	7.01
9	Australia	6.84
10	Iceland	6.5

Source: www.worldatlas.com/articles/countries-with-the-largest-ecological-footprints.html

Part 2

- Recommended Assessment For Learning:** Write the following on the board then ask students to come to the board and add to a tally by marking the one that they think is the most important:
 - The uses of harvested trees
 - The impact humans have on trees
 - The impact trees have on the environment

Educator's Note: As an alternative, consider using a polling app with your students that will instantly share the results.

6. Ask for a few volunteers to explain their response.
7. Encourage students to think of the multiple perspectives to issues of sustainability by examining the ecological effects of deforestation. By understanding issues from other perspectives, students will be better equipped to prepare and argue their opinions. Provide students with "Tropical Deforestation" from NASA, earthobservatory.nasa.gov/Features/Deforestation/, and highlighters or sticky notes. Instruct students to read the article independently and highlight or note key information.
8. Tell students that, based on information gathered from the article and any additional knowledge, they will hold a conference on deforestation. Students will be assigned a role in groups of two to three. Within each group, students should pick one or two people who will be speaking and the remaining group members will be supports, organizing information for the presenter. Based on their role they will prepare discussion points and counter arguments to persuade other attendees to consider their perspective. Select roles from the following list, record roles on scraps of paper, put them into a vessel and have students pick roles from the vessel.

Roles may include, but are not limited to:

- Loggers employed to harvest trees
- Logging industry representatives
- Greenpeace representatives
- Local citizens
- Local politicians
- Scientists from NASA
- Scientists from the Centers for Disease Control and Prevention
- Local farmers
- Trade politicians
- Meteorologists

9. Once students have their roles, provide the following questions for students to consider in their preparations:
 - a. Why are you interested in this issue?
 - b. What about the issue do you care about? Be specific.
 - c. Who are you representing?
 - d. Given the other representatives that will be present at the conference, who do you consider an ally and who do you consider an opponent? Why? How might you be able to work with other representatives?
 - e. What outcome would you like to see?
10. Encourage students to re-read the article on deforestation from the perspective of their role, using a different color of highlighter to capture the differences in what is considered important. Allow students time to perform additional research and prepare for the conference.

11. Before holding the conference, agree on the process for the conference. Will each representative group be allowed to take the floor? Will there be an open debate? Consider selecting a specific issue or theme within tropical deforestation to address. Then set an agenda.

12. **Recommended Assessment Of Learning:** Hold the conference. Arrange the desks in a large circle so that everyone can hear and see each other. Begin the conference by welcoming all representatives and open the floor for conversation. Ensure that students are respectful in their discussion. Arguments should be centered on the issue and not personal attacks.

Lesson 3:

Sustainable Cities



Suggested Time:

120 minutes

Learning Goals:

Students will:

- Understand the impact the structure and design of cities can have on the environment
- Explore the ways that cities are reducing their *ecological footprint*

Investigate and Learn

1. Explain to students that, like humans, cities also have an ecological footprint. The way a city is designed, the types of building materials that are used and the types of services a city provides can all contribute to a city's impact on the environment.
2. Provide each student with a slip of paper and ask them to consider what elements their town or city are contributing to its ecological footprint. For example: a city may not have adequate public transportation so everyone travels by car.
3. Give students five minutes to record their responses and then ask them to use think-pair-share to discuss their responses.
4. **Recommended Assessment For Learning:** Choose three or four pairs to share their responses with the class. Collect the slips of paper to assess students' understanding of sustainability and an ecological footprint.
5. Show students "Sustainable Cities: Nature-Based Solutions in Urban Design," www.vimeo.com/155849692 (7:52) and discuss the following questions:
 - How do cities negatively impact the environment?
 - What does Khalil Kettering mean when he says "a city is like an ecosystem"?
 - How does the concrete/asphalt used in a city contribute to its ecological footprint?
 - How is Khalil Kettering using inspiration from nature to design a more sustainable city?
6. In pairs or small groups, have students investigate one of the following projects that are helping to create more sustainable cities around the world using the resources provided. Provide each student with a copy of **Blackline Master 2: Creating Sustainable Cities** to guide their investigation.

Educator's Note: Students can also conduct their own research to find out more information about the project they selected.

Urban Agriculture

- "Green Thumb in the City," www.WE.org/stories/green-city-force-brings-farm-fresh-food-to-the-city/
- "Lufa Farms," <https://montreal.lufa.com/en>
- "City Growers," www.citygrowers.org

Air-Purifying Buildings

- "Mexico City's Smog-Capture Building," www.bbc.com/news/av/world-latin-america-25538944/mexico-city-s-smog-capture-building (1:15)
- "Smog-Eating Buildings Battle Air Pollution," www.smithsonianmag.com/innovation/smog-eating-buildings-battle-air-pollution-180954781
- "The Smog-Guzzling Buildings Fighting Deadly Pollution," www.cnn.com/2014/05/23/tech/innovation/the-smog-guzzling-buildings-pollution/index.html

Solar Architecture

- "Faro Energy's Solar Project at Aqua Rio Is the Largest Solar Project in Rio De Janeiro, and One of The Largest Rooftop Projects in Brazil," <http://faroenergy.com/case-study-aquario-rooftop-solar-rio-de-janeiro-brazil/>
- "Taiwan's Solar Stadium 100% Powered by the Sun," www.theguardian.com/environment/2009/may/20/taiwan-solar-stadium
- "Bushwick Inlet Park Brings a Swirling Green Roof to the Greenpoint-Williamsburg Waterfront," <https://inhabitat.com/nyc/bushwick-inlet-park-brings-a-swirling-green-roof-to-the-greenpoint-williamsburg-waterfront/>

Bicycles and Urban Mobility

- "Urban Sustainability and the Simple Bicycle," <http://thisbigcity.net/urban-sustainability-and-the-simple-bicycle/>
- "Sustainable Transport Award" www.staward.org/winners/2017-santiago-chile
- "The Buses of Bogotá," www.youtube.com/watch?v=cU6ImWY4IBc (2:20)

7. **Recommended Assessment As Learning:** As students are researching and gathering information, circulate and use one of the forms from **Appendix 1: Classroom Observation Forms** to assess students' understanding of sustainability. This is also an opportunity to answer questions and clarify any misunderstandings.

8. **Recommended Assessment Of Learning:** Have students organize and present their information in a written report, an oral or visual presentation, or as part of display for the school or local community. Make sure to collect students' research and presentation materials to use as evidence for assessment.



Extension/Enrichment: Challenge students to become sustainable urban planners. Using a map of the local community, have students create a plan for how they could reduce their community's ecological footprint. To take it further, encourage students to draft a proposal and submit it to local businesses, or the local government or city council.

Lesson 4:

Reduce, Reuse and Recycle



Suggested Time:

120 minutes (over one week)

Learning Goals:

Students will:

- Identify an issue of environmental sustainability
- Take action by designing and completing a personal challenge to increase reducing, reusing and recycling

1. Recommended Assessment For Learning: Check student understanding of issues of sustainability. Ask for suggestions of issues of sustainability, such as deforestation. Students may respond orally, visually or in writing. Record the suggestions on the front board. The list may include, but is not limited to, the following:

- Water usage
- Sustainable sourcing of materials
- Improving nutrition
- Health and hygiene
- Opportunities for women
- Fairness and equality
- Sustainable cities
- Urban/rural land use
- Wildlife and habitat preservation
- Sustainable fishing

2. Explain to students they will be focusing on the three R's: reducing, reusing and recycling, as an issue of environmental sustainability. Students should select a topic related to at least one of the three R's that they are interested in to take action on.

3. Recommended Assessment As Learning: Ask students to reflect on how they might already reduce, reuse and recycle. Create a quick bar graph poll on the board. Write *Reduce, Reuse, Recycle* along the bottom of the front board. Providing sticky notes, invite each student to come up to the board and stack one note per column vertically on the board if they reduce, reuse or recycle.

4. Ask students which of the three R's has the greatest effect on sustainability. It is likely that many students will mark that they recycle, but reducing and reusing are less popular. Remind students that it is more sustainable to reduce consumption and waste as well as reuse products and items rather than recycling alone, though recycling is an important sustainable practice to make a habit. For example, buying clothes at a second-hand or thrift shop or wearing hand-me-downs reduces the need for new clothes, as clothes that already exist are reused.

Action Plan

5. Recommended Assessment Of Learning: Students will now create a personal challenge to reduce, reuse and recycle. The challenge may include the following:

- An issue related to reducing, reusing or recycling.
- A challenge and plan to examine this issue (students may consider examining it from a different perspective). The challenge should last for about a week.
- An explanation of how they are going to fulfill the challenge.
- A series of planned checkpoints to understand learnings as they happen (e.g., once a day, every other day). Checkpoints may include, but are not limited to:
 - Snapchat post
 - Facebook post
 - Twitter tweet
 - Instagram photo
 - Blog post
 - Podcast
 - Journal entry
 - Mixed media art piece
 - Comic strip
- A final reflection may take the form of, but is not limited to:
 - School or community newspaper article
 - Video presentation
 - Song
 - Blog post
 - Short story
 - Poem

Example challenge:

- Issue:** Pollution from materials, including those that could be recycled, going to landfills.
Landfills around the world are filling up beyond capacity, the chemicals from the garbage leach into soil and water, while off-gassing creates air pollution—all of which cause health problems for people and animals.
- Challenge:** Reduce garbage production for one week. Fill no more than one small grocery bag with garbage.
- How:** Use products that have less packaging, look for ways to reuse materials, recycle and compost materials when possible.
- Checkpoints:**
Day 1: Share challenge with friends through social media. Explain why you are taking the challenge.
Day 3: Take and share photos of a low- or no-waste packed lunch.
Day 5: Look for products that have less packaging. Post about the availability of products that are packaging-light and which products have the most unnecessary packaging. Discuss the alternatives to throwing stuff into the garbage, such as reducing, reusing, recycling and composting.

- e. Reflection: Create a set of criteria for what makes sustainable packaging practices. Use the criteria to select a company that is using sustainable packaging practices and write a letter thanking them for their efforts. As an alternative, use the criteria to select a company that does not have sustainable packaging practices and write a letter offering suggestions of how they could become more sustainable. Describe the challenge and what was learned.

6. Once students have selected their issue, allow time for research. Provide students with the following questions to guide their research:
 - How does this issue impact the environment?
 - Who is affected by this issue?
 - Who contributes to this issue?
 - How could this issue be addressed or solved?
7. Students should hand in an outline of their plan that states the checkpoints and final reflection piece before they begin the challenge.
8. As part of the final reflection, students may answer the following questions:
 - a. Why is the issue you selected an issue of environmental sustainability?
 - b. How did your plan help to address this issue?
 - c. Why is it important to examine this issue?
 - d. Does this issue need immediate attention? Why or why not?
 - e. What did you learn during your challenge?
 - f. Will your experience from the challenge change your behavior? How so?

Lesson 5:

WE Go Green



Suggested Time:

30 minutes plus time for Report and Celebrate

Learning Goals:

Students will:

- Share a message of sustainability with the community

Take Action

1. Remind students that they are creating a brighter future when they decrease negative impacts like leaving lights on unnecessarily, chargers plugged in when not in use and running the faucet full blast while brushing teeth; and creating a more sustainable world when they pack lunches in reusable containers and buy clothes from thrift shops. Let them know that their efforts can be connected to young people around the world who believe in creating a sustainable planet.
2. Share **WE Go Green**, a WE Schools campaign that promotes action on issues of sustainability, visit www.WE.org/we-schools/program/campaigns/we-go-green-global/.
3. Keeping in mind all that they have learned in previous lessons, ask students:
 - a. What are goals of the campaign?
 - b. Why is the campaign important?
 - c. How can participating in this campaign affect local, national and global communities?
4. Encourage students to sign up for the **WE Go Green** campaign by registering at www.WE.org/we-schools/program/campaigns/we-go-green-global/.
5. Before interacting on or using social media, review classroom and school guidelines. Before interacting with members of the wider community, review classroom guidelines on etiquette and respect.
6. Ensure students are actively participating and collecting data throughout the Take Action phase by recording observations on the forms in **Appendix 1: Classroom Observation Forms**.
8. Find a location and secure permission. Consider having students organize this part. If a permanent wall cannot be found, use large sheets of canvas or wood that has been primed.
9. With the class, create a master plan. Divide the class into groups of four to five. Ask for ideas of overall vision and message for the mural. Students may use the following questions as guiding principles:
 - a. What are the key lessons we learned while studying sustainability?
 - b. What are the most important parts of what we learned?
 - c. What images would explain sustainable living to someone who has not completed these lessons?
 - d. What is the purpose of painting the mural?
 - e. Where will the mural be located? Who will see it? What do we want them to learn from the mural?
10. Provide groups with piece of chart paper to sketch out ideas. Have groups take turns presenting to the class. Take a vote to select one of the proposals or find a way to incorporate multiple ideas.
11. Divide the mural space into grid sections. Using the proposal sketch, lay out an outline. Work in teams to complete the mural.

Report and Celebrate

7. **Recommended Assessment Of Learning:** Now that students have taken steps to live more sustainably, encourage them to share what they have learned with the community by painting a mural using environmentally friendly paint.

Educator's Note: Explore school district policy for availability of space and supplies.

Appendix 1: Classroom Observation Forms

Classroom Observation Form 1

Lesson/Activity:

Appendix 1 : Classroom Observation Forms

Classroom Observation Form 2

Lesson/Activity:

Learning Outcomes			
Student Names			

Appendix 1: Classroom Observation Forms

Classroom Observation Form 3

Lesson/Activity:

Observations	Questions/Concerns	Next Steps

Blackline Master 1: My Choices Questionnaire

Name: _____

1. I run the shower for ____ each time.
 - Less than 5 minutes
 - 5-10 minutes
 - 11-15 minutes
 - Over 15 minutes
2. While I'm brushing my teeth I:
 - Leave the water running the whole time
 - Turn off the water until I need it
3. ____ of my food is grown locally.
 - All
 - Some
 - None
4. ____ of my food has extra unnecessary packaging.
 - All
 - Some
 - None
5. When I go out with my friends, I usually travel by ____:
 - Bike, skateboard, roller blades or I walk
 - Public transportation
 - Car
6. To get to and from school I:
 - Take a school bus/public transit
 - Ride my bike, skateboard, roller blade or walk
 - Get a ride from my parents or drive myself
 - Carpool
7. To go to and from afterschool activities I:
 - Take a school bus/public transit
 - Ride my bike, skateboard, roller blade or I walk
 - Get a ride from my parents or drive myself
 - Carpool
8. During the colder seasons, to heat my room:
 - I use a plug-in heater
 - I use our home heating system (thermostat or base-board heating)
 - I mostly use blankets to keep warm at night
9. During the warmer seasons, I primarily use:
 - Fans
 - Central air conditioning
 - Individual room air conditioning units
 - None of the above
10. When I'm the last one to leave a room:
 - I always turn the lights off
 - I usually turn the lights off
 - I rarely turn the lights off
 - I always leave the lights on
11. I charge my cell phone ____ hours per day.
12. I watch television at home ____ hours per day.
13. I use my desktop/laptop/tablet ____ hours per day.
14. When I am not using my desktop/laptop/tablet I usually:
 - Leave it on all the time when not in use
 - Turn it off when I'm not using it, but usually keep the power adapter plugged in
 - Turn it off when I'm not using it and unplug it when it is fully charged
 - I don't use a desktop/laptop/tablet
15. For class assignments:
 - I usually use fresh paper and print or write on one side only
 - I usually use fresh paper and print or write on both sides
 - I usually use recycled paper and print or write on one side only
 - I usually use recycled paper and print or write on both sides
 - I usually reuse paper that has already been printed on one side

Blackline Master 2: Creating Sustainable Cities

Name: _____

Summarize the project and provide at least one example.

What is the purpose of the project? How does it support people and the environment?

How could this project reduce a city's ecological footprint?

In what ways does this project reduce waste and protect natural resources?

How could this project make a city more sustainable?

What aspects of the project will help a city protect its natural resources for the future?