

# TAKING A HEALTHY BITE OUT OF CLIMATE CHANGE

<b>Session #5: Kids Taking Action on Climate Change - Food, Art, Drama &amp; Writing</b> (optional)		Date:
<p><b>Teaching Point &amp; Strategy:</b>            The goals of this session are:</p> <ol style="list-style-type: none"> <li>1) to get feedback from students about what worries them about climate change</li> <li>2) to demonstrate to students how to turn their worries into action, including what they can do to reduce their (and their family's) carbon footprints, starting with the food they eat, and then other ways.</li> <li>3) help students seek action from adults who have the power to make changes at school, in the community and as Canadians. There are many opportunities to reduce the carbon footprint of food at school, such as growing a school garden or having a local, organic Pizza Day, or creating a local, organic salad bar to go with the pizza...</li> </ol>		
<p><b>Resources:</b>            - Contact Information for recipient of students' letters (MPP, parent council, principal, etc.)</p>		
<p><b><u>BEFORE</u></b></p> <ol style="list-style-type: none"> <li>1) In a prior Literacy / Language Arts lesson, prepare students for writing letters, delivering oral presentations &amp; designing informational posters.</li> <li>2) As a wrap up, bring back the KWL chart from the first class and complete the final column "What did you <b>Learn</b>?"</li> </ol>	<p><b><u>DURING</u></b></p> <ol style="list-style-type: none"> <li>1) Brainstorm problems associated with climate change in small groups (with one group member acting as a recorder).</li> <li>2) Share and record ideas on blackboard as a whole class.</li> <li>3) In pairs, decide how to communicate these concerns to a specific audience, for example the school principal or parent council.</li> <li>4) Create and deliver the communication.</li> </ol>	<p><b><u>AFTER</u></b></p> <p>Invite recipient of letter / communication to visit the class and offer their response.</p>
<p><b>Ontario Curriculum Expectations:</b></p> <p><u>Language, Writing - Research</u>            1.3 Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources (e.g., interview people with knowledge of the topic; identify and use graphic and multimedia sources; keep a record of sources used and information gathered)</p> <p><u>Language, Writing - Point of View</u>            2.5 Identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence</p> <p><u>Language, Media Literacy - Producing Media Texts</u>            3.4 Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g. a pamphlet on a socially relevant topic they have studied this year, a news broadcast about a topic from a cross-curricular unit of study)</p> <p><u>Arts - Visual Art</u>            D1.1 Create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view</p> <p><u>Arts - Drama</u>            B1.1 Engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places            B1.4 Communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to achieve specific dramatic effects</p>		

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**Teacher Assessment / Evaluation:**

- Assess what students have learned by their participation in this final activity.
- Collect letters and evaluate for content.

**Optional Extension Activities:**

- 1) Extend communication of what they have learned by having students design and create posters as an art activity - focus on climate change and/or sustainable food choices.
- 2) In a drama class, have students write a script for a play or choreograph a series of tableaux scenes depicting what concerns them most about climate change and food.
- 3) Profile Severn Suzuki and listen to her speech from the Earth Summit, Brazil, 1992. Students can write personal reflections / responses to her speech. (Speech available on youtube)
- 4) Hold a Class Climate Change Conference to determine what action they are going to take as a class to minimize their carbon footprint. Divide the class into groups that will each brainstorm and discuss what they would like the class to do and present these ideas to the rest of the class. Then, discuss all ideas presented and decide which actions your class can commit to taking.

**TEACHER SUPPORT / REFERENCE:**

If you choose to do this final lesson, it will give students the opportunity to take action on local food issues. They can write letters, give oral presentations or design posters to the school principal and/or parent council, MP/MPP expressing concerns about climate change, and how local, organic food can make a difference. Kids can ask what action is being taken to adapt to and mitigate climate change, and ask for responses, including a class visit from the adult(s) they identify as able to make positive changes.

**Other Action Ideas:**

- Grow a garden at school or at home.
- Start a no-idling campaign at the school, make posters, give out fun/handmade idling tickets.
- Suggest changing to recycled paper at the school & minimize paper use by putting a one-sided paper box in every classroom.
- Connect families who live close to each other to carpool.
- Start a no-waste policy in the school cafeteria.
- Ban or limit use of bottled water in the school.
- Conduct a recycling drive for items that need to be taken to a depot (batteries, fluorescent lights, etc.)
- Encourage students to ride their bikes or walk to school if possible - "Walk to School Wednesday"
- Host a "swap meet" where people bring in things they don't want anymore to trade with other people.
- Host an assembly on global warming, invite a speaker, show a video, have a discussion.
- With the help of the school maintenance staff, conduct a waste audit or energy audit of the school and set goals / targets for reductions.