**Lesson Title: Ecocouplets**

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| **Division Focus** ☑ Primary  ☑ Junior   ☐ Intermediate    ☐Senior    **Lesson Overview**  Students will discuss the benefits of reducing waste or energy use. Students will identify areas in their classroom or school where reminders of the benefits of reducing waste or energy use would be desirable. Students create rhyming couplets that reinforce reasons for making ecologically responsible choices. The couplets are then placed next to the identified areas or on a bulletin board (e.g. as leaves on a tree). |

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| **Related Expectations:**  **Learning Goals:**     students consider the impact of their actions     students understand that humans make choices that can have an impact on society and the environment (e.g. biodiversity)  **Success Criteria: I can:**      create a couplet that demonstrates an understanding of ecologically responsible behaviour and inspires others to make good choices |

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| **Preparations/Resources**  **Preparation:**      students need to be able to discuss the benefits of environmentally responsible behaviour (could follow study of biodiversity, Sheldon visit or EcoSchools activities)      examples of couplets (see below)      EcoSchools documents or Sheldon EcoAward can act as source of ideas      pencils and scrap paper |
| **Description of Activity**  **Total time: 20 minutes**      Discuss the benefits of reducing waste and energy, possibly as follow up to Sheldon visit and sharing of EcoAction Award. Include recognition that wasteful behaviour is commonplace but can be improved.      Provide examples of couplets to model format and generate ideas (e.g. “why use two when one will do” next to paper towel dispenser).      Determine areas around the classroom or school where a reminder would be beneficial (e.g. next to blue box, compost bin, garbage pail, paper shelf, paper towel dispenser, light switch or sink).      Students create their own couplets specific to one of the targeted areas. Alternatively, small groups are assigned a targeted area (e.g. the sink) and come up with related couplet.      Couplets are placed at the suitable locations. If too many are generated they could be placed on a  bulletin board (possibly as leaves on a tree) and be changed with the couplets at the suitable reminder locations over time. |

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| **Follow-Up (plus Adaptations and Extensions)**      create a poster that matches the couplet to make the reminder more visually appealing      share couplets with other classes so they can be posted in their classrooms or act as resource for their own couplets |

**See examples created at Sheldon below:**

**Turn off the light when the sun is bright.**

- Tristian, Warren Park

**Do you like that yummy cheese?**

**Don’t waste food. Please. Please. Please!**

- Lauren, Warren Park

**Shut off the light and make it right.**

- Saiera, Warren Park

**Save the water for the otters.**

Devontae, Warren Park

**Save the trees for the bees.**

- Sejuti, G.A. Brown

**We give a salute for those who don’t pollute.**

- Michael, G.A. Brown

**Stop polluting hear the hooting.**

Ranim, G. A Brown

**Save the wood for the woods.**

Mubeena, Valley Park

**Let your clothes dry in air if you really care.**

- Nicole, Valley Park