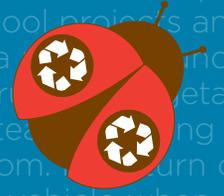
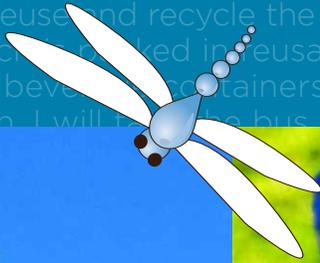


I will fill up a reusable water bottle instead of using the water fountain. I will not leave the tap running while I soap up my hands. I will reuse and recycle the paper I use for school projects and homework. I will make sure that my lunch is packed in reusable containers and a reusable lunch bag. I will recycle all my drink boxes and beverage containers. I will compost my fruit and vegetable scraps when I am finished my lunch. I will take the bus at least once a week instead of asking for a ride to school. I will turn off the lights in my classroom when nobody is in the room. I will turn off the computer when I am not using it. I will ask my ride to school not to idle the vehicle when dropping me off or picking me up. I will fill up a reusable water bottle instead of using the water fountain. I will not leave the tap running while I soap up my hands. I will reuse and recycle the paper I use for school projects and homework. I will make sure that my lunch is packed in reusable containers and a reusable lunch bag. I will recycle all my drink boxes and beverage containers. I will compost my fruit and vegetable scraps when I am finished my lunch. I will take the bus at least once a week instead of asking for a ride to school. I will turn off the lights in my classroom when nobody is in the room. I will turn off the computer when I am not using it. I will ask my ride to school not to idle the vehicle when dropping me off or picking me up.



One Simple Act school toolkit



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introduction

One Simple Act encourages Albertans in communities, businesses and schools to adopt simple actions that reduce waste, conserve water and lower energy consumption.

Create a Light Bulb Moment

The *One Simple Act* School Toolkit provides a launching point to link students' environmental knowledge and awareness with a clear personal action plan. As a teacher and role model, you are in a position to spark the development of young environmental leaders. This kit helps you ignite action in your school.

About the Toolkit

Join *One Simple Act* by using this School Toolkit's curriculum-connected, web-based teacher resources with your students. By participating, your students will join a movement focused on individual environmental action. Students' actions add up to make a big impact! This kit provides grades one to six teachers with the tools and resources to have students personally commit to one of ten simple acts that protect the environment. These simple acts are:

Division 1 (Grades 1 - 3) Simple Acts:

1. I will reuse and recycle paper.
2. I will recycle my drink containers.
3. I will turn off the lights when I don't need them.
4. I will compost my fruit and vegetable scraps.
5. I will be a water saver.

Division 2 (Grades 4 - 6) Simple Acts:

1. I will turn off the taps while I soap up my hands.
2. I will pack a waste-free lunch.
3. I will use active or green transportation at least once a week.
4. I will turn off the computer and other electronics when I am not using them.
5. I will remind my parents and other drivers to be idle-free in the school zone.

About The Toolkit and Resources

This toolkit offers a flexible collection of tools that teachers can use based on students' needs. The elements of the toolkit include:

Teacher's Guide

This Teacher's Guide contains an outline of the process, curriculum connections, and tools you can use throughout the *One Simple Act* for Schools program.

Division 1 and Division 2 Lesson Plans

These introductory lesson plans provide the background information on environmental issues related to energy use, water use, and our waste production. They are designed to be an introduction to the simple acts and help to build the connection between environmental issues and human actions.

Division 1 and Division 2 Student Sheets

This package includes student copy masters of each grade-appropriate simple act.

Teacher's Manual for Division 1 and 2 Acts

A teacher's step by step manual and answer key to accompany the division one and two student sheets for helping your students commit to *One Simple Act*.

Increase your Impact:

Environmental Ambassadors

This section outlines extension activities and projects that whole classrooms or individual students can embark on to make an even bigger impact.

One Simple Act for Schools also has a variety of downloadable online resources that can help you in the delivery of this program. These resources include:

Student Commitment Cards

For each student to write out and make their own personal *One Simple Act* commitment.

Share Your Commitment Poster

For students to write their name beside the *One Simple Act* commitment of their choice.

Group Commitment Poster

For classes that would like to make a group *One Simple Act* commitment.

Impact Calculator

A spreadsheet to calculate the positive environmental impact of students' commitments to simple acts.

Promotional Tools

Tools to advertize the environmental impact of students' commitments. Tools include:

- hallway poster
- announcement templates
- newsletter and parent letter templates

Teachers may download the toolkit and resources or order paper copies from Alberta Environment. Students **do not** need access to the Internet to use this toolkit however optional internet-based activities are offered. The length of time needed to use the toolkit will vary depending on the lesson plans and activities chosen, and both the grade and developmental level of the students.

teacher's guide

Commit, Act and Calculate Your Results: A Step by Step Approach

Resources listed in green (e.g., [Commitment Card](#)) are hyperlinked within this document and can also be found online at www.onesimpleact.alberta.ca.

STEP 1

PROVIDE BACKGROUND KNOWLEDGE

Download [Division 1 Lesson Plans](#) or [Division 2 Lesson Plans](#). These provide your students with information on why it is important to take environmental action. These lesson plans are organized into introductory lessons on water conservation, energy conservation and waste reduction. If you decide to commit to a simple act such as, "I will compost my fruit and vegetable scraps," then you may wish to introduce your students to this act by completing some of the activities in the waste reduction lesson plan. Each lesson includes a number of Activating, Acquiring and Applying activities.

Use the chart below to help you select the most appropriate lesson plans to use:

If you commit to these simple acts...	Then complete this lesson plan...
Division 1	
<ul style="list-style-type: none"> • I will reuse and recycle paper. • I will recycle my drink containers. • I will compost my fruit and vegetable scraps. 	An introduction to waste and waste reduction
<ul style="list-style-type: none"> • I will turn off the lights when I don't need them. 	An introduction to energy and energy conservation
<ul style="list-style-type: none"> • I will be a water saver. 	An introduction to water and water conservation
Division 2	
<ul style="list-style-type: none"> • I will pack a waste-free lunch. 	An introduction to waste and waste reduction
<ul style="list-style-type: none"> • I will use active or green transportation at least once a week. • I will turn off the computer and other electronics when I am not using them. • I will remind my parents and other drivers to be idle-free in the school zone. 	An introduction to energy and energy conservation
<ul style="list-style-type: none"> • I will turn off the taps while I soap up my hands. 	An introduction to water and water conservation

STEP 2

SELECT THE SIMPLE ACT

Once the initial lesson plans on air, waste and/or water have been completed, students can select the simple act to which they would like to commit. **Division 1 Student Sheets** or **Division 2 Student Sheets** (copsheet masters) will help students decide which simple act they would like to complete. The Student Sheets also provide a section that helps students build meaning, develop understanding and self-evaluate, which are explained step numbers three, four and seven below. Refer to the Teacher's Manual for information about these student sheets.

STEP 3

BUILD MEANING

This step helps students understand their simple act and makes it personal to them. It draws upon their current understanding and makes the simple act real, right in their own classroom.

Draw It!

Division 1 (Grades 1 - 3)

This section builds meaning about the act. Students are asked to illustrate some aspect of the simple act that they have chosen. They will be asked to draw the "good items" to put into a composter or a reminder poster to turn off the lights.

Why?

Division 2 (Grades 4 - 6)

This section shows students why the simple act they have chosen is so important. In some cases, it is the sheer volume of water, waste or energy they can save. In other cases, it may illustrate how much better our environment could be if we all committed to one simple act.

STEP 4

DEVELOP UNDERSTANDING

When students understand the importance of the simple act, they will feel passionately about their commitment to act.

Do It!

Division 1 (Grades 1 - 3)

Many of the activities in this section ask the students to apply what they have learned about their simple act to other environments or settings.

Whoa!

Division 2 (Grades 4 - 6)

When we talk about taking action on the environment, it can often feel overwhelming. We can get into the "what difference can my small change really make?" mindset. This section shows students that small actions can lead to big results and that there really are many choices when it comes to taking environmental action.

STEP 5

COMMIT TO ACT

Before any commitment is made, it is a good idea for the teacher to determine in advance the length of time the class wishes to commit to their simple act – this is known as the commitment period. A duration of a week to a month may be suitable (to coincide with the length of a curriculum or theme unit), or the class may decide to do it for the remainder of the year. It takes about 21 days to form a habit – this might be a good length of time to ensure your students “stick to it” after their *One Simple Act* program is complete. It is important to decide on a commitment period for the entire class, because it is needed to calculate the impact of all the students’ actions for the environment.

Once students have built their understanding about the simple act they (or the class) have chosen, they can “commit” to do this simple act by using:

- **Student Commitment Cards** whereby students write out their commitments by finishing the writing prompt, “I will...”
- **Act Commitment Poster** whereby students write their names by their chosen simple act.*
- **Group Commitment Poster** whereby entire classes commit to simple act(s).

**In Division 1, teachers may choose all student simple act or may select one simple act for the whole class to complete.*

STEP 6

ACTION

Students and teachers follow through with doing their simple act for the pre-determined period of time. It is a good idea to discuss the acts during the commitment period. Discuss with the class the times when the act is easy to do, when the act seems hard (or hard to remember), strategies used to remember to do the act, and other ways that students are taking action.

STEP 7

SELF-CHECK / SELF-EVALUATION

Students can use the check boxes (or place stickers) to track their progress (self-evaluation) through the commitment period on the Student Sheets. The checklists for Done! and Wow! give students the opportunity to showcase their success.

STEP 8

TALLY THE RESULTS

You can now enter your results into the **Impact Calculator**. Enter the number of simple acts completed and the length of the commitment period. The calculator will automatically convert your simple acts into environmental results and meaningful numbers for students, teachers and parents. You can also share your results from your **Impact Calculator** with the school and parents by using these promotional tools: **Hallway Poster**, **PA Announcement**, and **Newsletter and Letter**.

STEP 9

COUNT YOURSELF IN

We want to know how your class is doing. Visit the schools section www.onesimpleact.alberta.ca and find out more about:

- Prizes for your classroom
- Sharing stories of your experiences
- Challenging other classrooms or schools around the province
- Providing feedback and suggesting new lesson plan ideas on *One Simple Act* for Schools

Curriculum Connections

This toolkit links to the elementary Alberta Program of Studies Social Studies curriculum by encouraging critical thinking and social responsibility related to the impact of personal actions on the environment.

SOCIAL STUDIES

Grade Level – Topic Area	Specific Learner Outcomes
Grade 1 –	
Citizenship: Belonging and Connecting	<p>Students will:</p> <p>1.1.2 value the groups and communities to which they belong:</p> <ul style="list-style-type: none"> • appreciate how their actions might affect other people and how the actions of others might affect them (C) • assume responsibility for their individual choices and actions (CC, I) <p>1.1.4 determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • How does caring for the natural environment contribute to the well being of our community? (C, LPP)
Grade 2 –	
Communities in Canada	<p>Students will:</p> <p>2.1.1 appreciate the physical and human geography of the communities studied:</p> <ul style="list-style-type: none"> • demonstrate care and concern for the environment (C, ER, LPP)
Grade 3 –	
Global Citizenship	<p>Students will:</p> <p>3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What are some environmental concerns that Canada and communities around the world share? (ER, GC) • In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM)
Grade 4 –	
Alberta: A Sense of the Land	<p>Students will:</p> <p>4.1.1 value Alberta’s physical geography and natural environment:</p> <ul style="list-style-type: none"> • demonstrate care and concern for the environment through their choices and actions (LPP)
Alberta: Celebrations and Challenges	<p>4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)? (ER, LPP) <p>4.3.1 appreciate the factors contributing to quality of life in Alberta:</p> <ul style="list-style-type: none"> • value and respect their relationships with the environment (C, ER, LPP)
Grade 5 –	
Physical Geography of People	<p>Students will:</p> <p>5.1.1 value Canada’s physical geography and natural environment:</p> <ul style="list-style-type: none"> • demonstrate care and concern for the environment through their choices and actions (GC, LPP)

This toolkit links to the elementary Alberta Program of Studies Science curriculum by connecting the relationships between human actions and the environment.

SCIENCE

Grade Level - Unit	Specific Learner Expectations
Grade 2 -	
Topic A: Exploring Liquids	<p>Students will:</p> <ol style="list-style-type: none"> 8. Recognize that water is a component of many materials and of living things. 9. Recognize human responsibilities for maintaining clean supplies of water, and identify actions that are taken to ensure that water supplies are safe
Grade 3 -	
Topic A: Rocks and Minerals	<p>Students will:</p> <ol style="list-style-type: none"> 5. Recognize and describe the various components within a sample of soil; e.g., clay, sand, pebbles, decaying plants.
Grade 4 -	
Topic A: Waste and Our World	<p>Students will:</p> <ol style="list-style-type: none"> 2. Identify and classify wastes that result from human activity. 3. Describe alternative methods of disposal, and identify possible advantages and disadvantages of each. 4. Distinguish between wastes that are readily biodegradable and those that are not. 5. Compare different kinds of packaging, and infer the relative advantages and disadvantages of that packaging. In evaluating different forms of packaging, students should demonstrate the ability to consider a consumer perspective as well as an environmental perspective. 6. Identify methods of waste disposal currently used within the local community. 8. Identify alternative materials and processes that may decrease the amount of waste produced; e.g., reducing wastage of food, using both sides of a sheet of paper. 9. Identify ways in which materials can be reused or recycled, including examples of things that the student has done. 11. Identify actions that individuals and groups can take to minimize the production of wastes, to recycle or reuse wastes and to ensure the safe handling and disposal of wastes. 12. Develop and implement a plan to reduce waste, and monitor what happens over a period of time.

SCIENCE (continued)

Grade Level - Unit	Specific Learner Expectations
Grade 5 -	
Topic E: Weather Watch	<p>Students will:</p> <p>9. Identify human actions that can threaten the abundance or survival of living things in wetland ecosystems; e.g., adding pollutants, changing the flow of water, trapping or hunting pond wildlife.</p> <p>12. Recognize that human actions can affect climate, and identify human actions that have been linked to the greenhouse effect.</p>
Topic E: Wetland Ecosystems	<p>Students will:</p> <p>10. Identify individual and group actions that can be taken to preserve and enhance wetland habitats.</p> <p>11. Recognize that changes in part of an environment have effects on the whole environment.</p>
Grade 6 -	
Trees and Forests	<p>Students will:</p> <p>9. Identify human actions that enhance or threaten the existence of forests.</p>

