



CIVICS AND CITIZENSHIP, GRADE 10 OPEN

Who cares? - Environmental Activist Bulletin Board

Overview

As a class, students will examine a Canadian environmental activist. In pairs or small groups, students will then research another environmental activist and prepare an entry for an Environmental Activist Bulletin Board.

Curriculum Links

- Overall Expectations – A1, B1, C1, C3
- Specific Expectations – A1.6, B1.3, C1.1, C1.3, C3.1, C3.2

Concept of Political Thinking – Political Significance, Objectives and Results
Citizenship Education – Identity, Attributes, Active Participation

Planning Notes

Prior Learning

Students should be familiar with the concepts of civic action, activism, and the common good. Students should be aware of environmental issues, such as climate change, pollution, and resource depletion. Students should be familiar with how to conduct internet research. Students should be comfortable working in groups of two to three.

Materials

- A brief article featuring a Canadian environmental activist or organization (electronic or hard copy)
 - Electronic: laptop, internet connection, projector
 - Hardcopy: copies of article**
- A computer lab or library with internet access
- Copies of *Environmental Activist Bulletin Board Worksheet* (Appendix 1)
- White paper, colourful paper, scissors, glue, and markers
- Cleared bulletin board in or near classroom
- Title “Environmental Activist Bulletin Board”, stapler or pushpins

**Consider modelling environmental practices by printing or photocopying on Good On One Side (GOOS) paper.

Recommended Class Time: 2 periods

- 1 period – discuss activism, read article, summarize article, explain activity, model activity, form pairs, and research activist or organization.
- 1 period – complete *Environmental Activist Bulletin Board Worksheet* (Appendix 1), create Activist Bulletin Board, and debrief the activity.

Student Tasks

1. Activate prior student knowledge by facilitating a discussion with students around environmental activism. Consider asking students the following questions:
 - What is activism?
 - What does it mean to be an environmental activist?
 - Why are some individuals and groups engaged in civic action?
 - Why might it be important for individuals and groups to engage in civic action?
2. Find an article that features a Canadian activist or organization. See Resources for suggestions on where to find an article. State the topic and the title of your selected article featuring a Canadian environmental activist or organization. Facilitate a discussion with students to draw out their questions about the topic. Consider asking students the following questions:
 - Are you familiar with the environmental activist/organization featured in the article?
 - Where might you have heard about the activist/organization?
 - Could you summarize your knowledge about the activist/organization?
3. Share your selected article featuring a Canadian environmental activist or organization. Read through the article with your students. Model how to mark a text. Highlight key words and concepts and cross out less important information. **Variation:** If you are distributing hardcopies of the article, have students practice marking a text. Consider having students share their selections and key concepts in small groups and then as a class, to generate consensus.
4. Work as a class to craft a summary of the article on the chalkboard. Model paraphrasing. Consider asking students the following questions to help develop the summary:
 - Who or what is the article about?
 - What is the purpose of the article?
 - What stands out as being of particular importance?
 - What are some key words and concepts we've highlighted?
5. Explain that students will be contributing to an Environmental Activist Bulletin Board. Distribute the *Environmental Activist Bulletin Board Worksheet* (Appendix 1). Read through the worksheet with students. Explain that students will be working in groups of two to three to research an environmental activist or organization. Students will summarize their research and will then complete the *Environmental Activist Bulletin Board Worksheet* (Appendix 1). Completed Worksheets will be reviewed by the teacher before students create posters to be posted on the Environmental Activist Bulletin Board.
6. Work as a class to create the first Environmental Activist Bulletin Board entry based on the article you read as a class. Use the class summary to complete the *Environmental Activist Bulletin Board Worksheet* (Appendix 1).

7. Take students to the computer lab or library. Discuss where students might begin their research (see Resources). Circulate, answer questions, and provide support where needed.
8. Ask that students complete and submit the *Environmental Activist Bulletin Board Worksheet* (Appendix 1) for assessment (Assessment For Learning).
9. Ask students to generate their entry for the bulletin board using colourful paper, markers, and the information from their completed Worksheet (Appendix 1). Ask students to prepare their entry on paper of a size that would allow for the posters of the entire class to be displayed on a bulletin board in the school.
10. Once students have completed their bulletin board entries, invite students to post their posters around the classroom and to take a Gallery Walk to view all the entries. Encourage students to take a picture of any activist or organization that interests them.
11. Ask students to organize their desks in a manner conducive to class discussion. Have students share in an informal way who they researched and what major learning took place (Assessment For Learning). Consider asking students the following questions to facilitate the round-table discussion:
 - How is your individual or organization engaged in civic action?
 - What actions do they engage in to generate environmental change? How do they know their actions are successful in generating the change they would like to see?
 - How do their actions contribute to the common good?
 - Was there an activist or organization that you saw on the Gallery Walk that caught your attention? If so, why?
 - When you consider the various courses of action these individuals and organizations implement to address environmental issues, which action do you think has the greatest impact?
 - Has your view of activism changed over the course of this activity? If so, why?
12. Using the title and a stapler or pushpins, create a bulletin board featuring your class' entries. Invite the whole school community to view your students' work.

Extension

- Select two or three entries from the class to inform a debate. Give students the hypothetical situation that there is \$100,000 of grant money available to the environmental organization that can prove its environmental actions have had the most impact. Divide students into teams, assign an environmental organization, and facilitate a debate. Potential areas of discussion:
 - What is the goal of the environmental organization?
 - Are some environmental goals more important than others?
 - What actions have the environmental organization implemented to bring about change?
 - How effective has the environmental organization's actions been?
 - How do you measure success?

Resources

- Encourage students to try local community members and organizations first - for example, a local conservation authority, the city/municipality, or a member of the school's EcoTeam.
- <http://planetfriendly.net/heroes.html> - information about Canadians who make a difference around the world
- <http://www.ted.com/topics/environment> - TED talks featuring environmental activists
- http://en.wikipedia.org/wiki/List_of_environmental_organizations - list of environmental organizations by type and country

Appendices

Appendix 1 – *Environmental Activist Bulletin Board Worksheet*

NAME

PARTNER

Environmental Activist Bulletin Board Worksheet

Name of environmental activist or organization _____

Actions What actions have the activist or organization implemented to bring about change?

Results/Impact How effective are the activist or organization's actions?

Reach Where is the activist or organization trying to effect change? (*please check one*)

- Globally
- Nationally
- Locally

How can I get involved (*Where do I find more information?*)?

Website _____

Volunteer website _____

Additional resources _____

Activist or organization
logo (*optional*)

Source(s) _____

TEACHER
SIGNATURE