

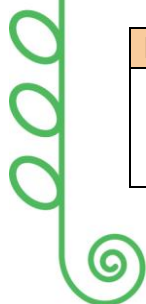
Grade 1 Science
Earth Systems
Activity 3: Caring for Nature

Duration: 60 minutes

Objective	Overview:
<p>By the end of the activity, students should be able to:</p> <ul style="list-style-type: none">- Understand that nature is important- Understand that taking care of nature is a shared responsibility of all people- Understand different ways they can take care of nature- Understand the FNMI perspective of respecting nature and taking only what is needed	<ul style="list-style-type: none">- This activity introduces students to the concept of caring for nature and the importance of respecting nature. Students will explore different ways that they can personally take care and respect nature as well as the FNMI perspective. Through discussions, demonstrations, and hands-on activities, students will gain a deeper understanding of why everyone needs to take care and respect nature.

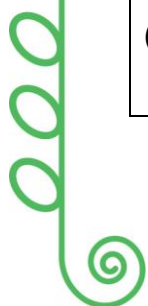
Science Guiding Question	Learning Outcome
In what ways can environments change?	Students analyze environments & investigate interactions and changes
Knowledge	<ul style="list-style-type: none">- The responsibility to care for environments is shared by all people and is fulfilled by showing respect for and protecting all aspects of nature.- For First Nations, Métis, and Inuit, a sense of responsibility toward nature can be connected to place and traditional teachings for future generations, such as taking only what is needed.
Understanding	<ul style="list-style-type: none">- Environments are observed and understood using the senses.
Skills and Procedures	<ul style="list-style-type: none">- Discuss benefits of spending time in nature.- Identify personal and group actions that demonstrate responsibility and care for nature.- Discuss and reflect on First Nations, Métis, and Inuit traditional teachings that demonstrate a sense of responsibility to care for nature.

ELA Guiding Question	Learning Outcome
<ul style="list-style-type: none">- How can the organization of ideas and information	<ul style="list-style-type: none">- Students examine ways that messages can be organized and presented for different purposes.

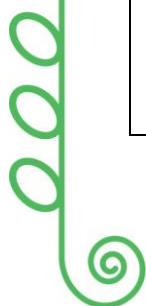


support the sharing of messages? - In what ways can listening and speaking be applied to develop oral communication?	- Students develop listening and speaking skills through sharing stories and information.
Knowledge	- Real information or ideas (non-fiction) can be shared through digital or non-digital forms, including - personal stories - instructions - observations - Stories that are shared through listening and speaking (oral traditions) can be handed down from generation to generation. - Listening involves maintaining attention and focus.
Understanding	- Messages that share ideas and information that are real or true (non-fiction) can encourage thinking and build knowledge. - Oral traditions can provide opportunities to learn and think about kinship. - Listening is an active process that supports understanding.
Skills and Procedures	- Examine ways that information can be organized and shared to support learning. - Practise listening and speaking skills through sharing oral stories. - Recognize kinship in a variety of oral stories. - Discuss special rules (protocols) about how, when, or with whom stories are shared. - Contribute to discussions as a listener and speaker.

Timing	Instructional Element	Student Tasks
Introduction Starting in a Good Way (15 minutes)	Talking Circle: What are your favourite things about nature? - After the talking circle, create a nature web on the board for the class. Draw a sun in the middle of the board and have students call out different ideas of things in nature. Draw lines between the sun and other interconnected things.	-Students participate in talking circle



<p>Development</p> <p>Weaving Knowledge</p> <p>(15 minutes)</p>	<p>Discussion: What can we do</p> <ul style="list-style-type: none"> - The teacher asks the students: “What are some ways we can care for nature” - The teacher creates a T-chart on the board with one side being “Caring for Nature” and the other being “Not Caring for nature”. <i>Possible answers for caring:</i> picking up litter, planting flowers, etc <i>Possible answer for not caring:</i> littering, breaking trees, etc - The teacher asks the students: “What do you think it means to ‘take only what you need’?” - The teacher talks about when we are caring for the environment that we only take what we need and how that is the FNMI way of life. - The teacher adds the contrasting ideas of taking one berry from a bush to the <i>Caring for Nature</i> category and taking all the berries from the bush to the <i>Not Caring for Nature</i> category. - Possible extension story: "The Giving Tree: A Retelling of a Traditional Métis Story," Written and Illustrated by Leah Dorion* <p>*Note: the first half of this story is in English, the second half is in a traditional language</p>	<p>-Students participate in classroom discussion and share their thoughts.</p>
<p>Independent Work</p> <p>Gathering Knowledge</p> <p>(20 minutes)</p>	<p>Nature Promise Leaf Craft:</p> <ul style="list-style-type: none"> - Find recycled paper / used paper (explain to kids why it is important to reuse the paper instead of getting new paper for the activity - sustainability) - Using the paper, each student will cut out the shape of a leaf. - On the leaf that they cut out, students are asked to write a promise to nature. ex: I will pick up garbage / I will plant seeds at my house. - The teacher then has the students decorate their leaves. 	<p>-Students complete the nature promise craft.</p>



Conclusion:

Sharing
knowledge
(10 minutes):

- The teacher collects all the leaves and makes a large paper tree cutout to display on the classroom wall.
- The teacher attaches the leaves around the tree and explains how this is their Nature Promise Tree.
- The teacher reads student promises to the class.

-Students listen to the teacher as they share all of the different promises their classmates have shared.

