

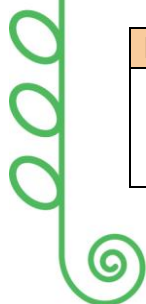
**Grade 1 Science**  
**Earth Systems**  
*Activity 4: Caring for Nature*

Duration: 60 minutes

Objective	Overview:
<p>By the end of the activity, students should be able to:</p> <ul style="list-style-type: none"><li>- Understand that nature is important</li><li>- Understand that taking care of nature is a shared responsibility of all people</li><li>- Understand different ways they can take care of nature</li><li>- Understand the FNMI perspective of respecting nature and taking only what is needed</li></ul>	<ul style="list-style-type: none"><li>- 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.</li></ul>

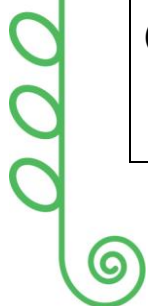
Science Guiding Question	Learning Outcome
In what ways can environments change?	Students analyze environments & investigate interactions and changes
<b>Knowledge</b>	<ul style="list-style-type: none"><li>- The responsibility to care for environments is shared by all people and is fulfilled by showing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

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



<p>support the sharing of messages?</p> <ul style="list-style-type: none"> <li>- In what ways can listening and speaking be applied to develop oral communication?</li> </ul>	<ul style="list-style-type: none"> <li>- Students develop listening and speaking skills through sharing stories and information.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Real information or ideas (non-fiction) can be shared through digital or non-digital forms, including               <ul style="list-style-type: none"> <li>- personal stories</li> <li>- instructions</li> <li>- observations</li> </ul> </li> <li>- Stories that are shared through listening and speaking (oral traditions) can be handed down from generation to generation.</li> <li>- Listening involves maintaining attention and focus.</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>- Messages that share ideas and information that are real or true (non-fiction) can encourage thinking and build knowledge.</li> <li>- Oral traditions can provide opportunities to learn and think about kinship.</li> <li>- Listening is an active process that supports understanding.</li> </ul>
<b>Skills and Procedures</b>	<ul style="list-style-type: none"> <li>- Examine ways that information can be organized and shared to support learning.</li> <li>- Practise listening and speaking skills through sharing oral stories.</li> <li>- Recognize kinship in a variety of oral stories.</li> <li>- Discuss special rules (protocols) about how, when, or with whom stories are shared.</li> <li>- Contribute to discussions as a listener and speaker.</li> </ul>

Timing	Instructional Element	Student Tasks
<p><b>Introduction</b></p> <p>Starting in a Good Way</p> <p>(15 minutes)</p>	<p><b>Story:</b> "We Are Water Protectors" by Carole Lindstrom  <a href="#">Read Aloud: We Are Water Protectors by Carole Lindstrom   Stories with Star</a>            ( <a href="#">We Are Water Protectors</a> – for purchase )</p> <ul style="list-style-type: none"> <li>- A beautifully illustrated book inspired by Indigenous teachings.</li> <li>- At the end of the book ask students:</li> </ul>	<p>-Students listen to the story and participate in the discussion after the story.</p>



	<p>“Why is the water important?”</p> <p>“How are the people taking care of nature?”</p> <ul style="list-style-type: none"> <li>- Connect to the idea of taking only what is needed and keeping the Earth healthy.</li> </ul>	
<p><b>Development</b></p> <p>Weaving Knowledge</p> <p>(15 minutes)</p>	<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>- Ask students about what are some of the things in nature that we need to protect. Possible answer: Plants, animals, water, the ground, the air, etc.</li> <li>- Write the student answers on the board. Ask students to come up to the board and do a little drawing representing each aspect of nature they identified.</li> </ul>	<p>-Students participate in classroom discussion.</p> <p>-Students come up to the board to do a drawing if they are selected by the teacher.</p>
<p><b>Independent Work</b></p> <p>Gathering Knowledge</p> <p>(20 minutes)</p>	<p><b>Movement break:</b></p> <ul style="list-style-type: none"> <li>- Go outside with the students.</li> <li>- Call out actions and aspects of nature and have the kids act them out: Walk gently like a deer Pick berries (pretend) Fly like a bird Plant a seed Wave like tall grass Flow like water</li> </ul>	<p>-Students participate in the movement break game and act out the statements that are called out by the teacher.</p>
<p><b>Conclusion:</b></p> <p>Sharing knowledge</p> <p>(10 minutes):</p>	<p><b>Agenda message:</b></p> <ul style="list-style-type: none"> <li>- The teacher has students write their answer to one of the following questions in their agenda: “What did you learn about caring for the Earth?” “What will you do to help nature?”</li> </ul>	<p>-Students answer the question in their agendas with help from the teacher.</p>