



<b>Name of Lesson Plan</b>	A Healthy Choice for Earth: Reducing our carbon footprint
<b>Grade</b>	6
<b>Subject/Courses</b>	Social Studies and Writing

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**REQUIREMENTS** | [View an example lesson plan](#)

- Must be appropriate for grades 3-8
- Merges two disciplines in a meaningful way
- Addresses at least 2 real learning standards
- Must include at least 1 Kids Discover resource
- Fits into a single lesson period or is broken down into realistic and appropriate lesson/work periods

\*\* [For detailed instructions, requirements and judging criteria click here](#) \*\*



### Big Idea

*The one high-level concept that is driving this lesson within the unit:*

Carbon dioxide emissions are polluting the world and we are contributing to the problem.

*Where does your lesson fit into the Big Idea?*

**This lesson educates students to the causes of carbon pollution and ties in the consequences of everyday choices that directly contribute to the problem. This lesson requires students to inform others what they learned while also motivating them to make a change that would positively impact carbon pollution.**

### Acquisition of Knowledge and/or Skills

*Students will know... (facts):*

- . definition of a carbon footprint.
- . how to determine the carbon footprint of food.
- . how to collaborate towards a positive solution to the problem.
- . use complex thinking skills to apply their knowledge to become community contributors.

*Students will be skilled at... (actions):*

- .collaborating to present knowledge about carbon footprints.**
- . applying newly learned information to real world situations**
- . using informational text to convey a purpose.**

### Learning Standards Addressed

*Must contain/include/be based upon at least 2 different disciplines:*

SS.6-8.5.4 Create an action plan to address a solution to the problem or issue and demonstrate evidence of implementation.

6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### Evidence of Learning/Means of Giving Meaningful Feedback

*What will students **do** to afford meaningful learning and the construction of understanding?*

Students will be able to apply their knowledge of the cause and effects of carbon pollution by



choosing an action plan to inform people about the issue, while motivating them to make a positive change as a solution to the issue.

### Resources Needed

*Must include one Kids Discover Resource:*

- . Kids Discover Article: Our Carbon Footprint
- .graphic organizer
- . poster paper
- . coloring utensils
- .scissors and glue
- .computers

### Learning Plan

*The breakdown of the specifics for what you'll do in class. Creativity counts! (Recommend 250-500 Words)*

Engagement activity- Displayed around all 4 walls of the classroom are 12 images of popular foods such as pizza, cake, french fries, etc.. Each student is given 2 post-its to write their name on. They are to stick their post-its next to their top 2 food choices that are displayed around the room. Teacher quickly reviews the results with the students (opportunity to integrate math and graphs), and asks students to guess which popular food was NOT displayed. After students guess that it is a burger, the teacher explains that students will be learning more about burgers and how a person's choice to eat a burger has more consequences than we may know about.

Lesson- Students read the Kids Discover article titled Our Carbon Footprint, and take the quiz when they are done. Student articles are assigned according to lexile level with the teacher providing graphic organizers as an intervention source for readers who need help organizing their thoughts prior to taking the quiz. While students are reading and taking the quiz, the teacher is looking at the posted food images and post-its to create partnerships/groups according to students' favorite food interest.

Class discussion to assess student understanding of the article: What is a carbon footprint?

Let's take a closer look at the image the article presents of the hamburger. What do the icons represent and why did the author decide to use icons rather than just drawing lines from the image to the information?

What can we conclude about food and carbon pollution?

Group assignment- In their assigned groups, students display the carbon footprint their assigned food leaves behind. They use the same image that was displayed on the walls, but they create their own icons and



information to explain the carbon footprint created by their assigned food. Students use poster paper to display the organization of their ideas. Posters are presented orally where each pair/group can visit other classes to explain what a carbon footprint is and its effect on the environment (collaboration assessment as a self-reflection checklist).

### **Assessments/Checks for Understanding**

*What will you assess - formally and/or informally- to check for learning throughout and/or after your lesson:*

Informal Collaboration Assessment- Students self-reflect to determine if they were actively engaged in their group assignment and if they contributed positively by sharing ideas and respectfully accepting the ideas of their group members.

Formal Writing and Social Studies Assessment- Students independently choose from the following 3 assessment options:

1. Design and create a poster that explains and encourages people to reduce, reuse, and recycle to minimize carbon production on earth. Ten people need to be surveyed (survey created by teacher), to determine if this action plan was successful.
2. Create a recipe of a food that would leave little to no carbon footprint behind. The recipe needs to include a name, image (drawn or photo), list of ingredients, and sequential instructions on how to cook/prepare the recipe. A brief explanation of how this would be a healthier alternative for the environment should be included. Teacher will determine if this action plan was successful.
3. Create an infomercial/video (no longer than 2 minutes) that would educate and motivate watchers to minimize carbon production on earth. The script will be turned in to determine the students ability to write an informative text. Classmates will determine if this action plan was successful.



	Meets with Excellence	Meets with Proficiency	Developing Proficiency	Way Below Proficiency
SS.6-8.5.4 Create an action plan to address a solution to the problem or issue and demonstrate evidence of implementation.	Student successfully informs people about carbon pollution and causes them to change a habit or behavior that will contribute toward the cause.	Student successfully informs people about carbon pollution and attempts to motivate them to change a habit or behavior that will contribute toward the cause.	Student informs people about carbon pollution but does not attempt to motivate them to make a change.	Student does not successfully inform people about carbon pollution and does not attempt to motivate them to make a change.
6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Student successfully creates an informative writing piece that informs the reader and motivates them to make a difference. Writing is well organized with minimal errors.	Student creates an informative writing piece that informs the reader and motivates them to make a difference. Writing is well organized with some errors.	Student attempts to create an informative writing piece that informs the reader and motivates them to make a difference. Writing is not organized well and has many errors.	Student writing is not informative, not organized, and has many errors.
6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Student self-reflection indicates that the student worked extremely well in a group setting by sharing ideas, respectfully worked with their partner to build on each others' ideas, and expressed their own clearly.	Student self-reflection indicates that the student worked well in a group setting by sharing ideas, respectfully worked with their partner to build on each others' ideas, and expressed their own clearly.	Student self-reflection indicates that the student attempted to work well in a group setting but was not successful in one of the following areas: sharing ideas, respectfully working with their partner to build on each others' ideas, and expressing their own clearly.	Student self-reflection indicates that the student worked in group setting but was not successful in two or more of the following areas: sharing ideas, respectfully working with their partner to build on each others' ideas, and expressing their own clearly.



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**Lesson Plan Design**

**\*\*[For the submission form click here](#)\*\***