

Respecting the Planet and its Creatures

Lesson 4 - Respect

Time: 45 minutes

REQUIRED MATERIALS AND EQUIPMENT:

Garbage bag with "Garbage" & recyclable materials, Upcycled Item, Picture/article about beached whale, Planet Earth coloring sheet (1 for Each Student), Coloring utensils

OBJECTIVES AND GOALS:

The students will be aware of items they use and respectful of the planet.

ENGAGE (2 MINUTES):

Discuss and define the word of the day. Ask students who they have respect for. Ask them how they can respect each other, animals, and the earth.

Introduce a bag of garbage and dump it on the floor/desk. Make sure that most of the items can be recycled, composted, or upcycled. Ask the students where they think it came from. Lead them to the answer: inside a whale's stomach. Show them the article of a beached whale that was killed by the trash in the oceans. Ask the students how trash gets into the oceans. Also bring up where else trash ends up: Landfills.

Discuss what a landfill is, what it used to be, who used to live there, etc. Ask students what a better option for items are besides landfills and the ocean. When we do this, who are we respecting? Write the words Recycle, Compost, and Landfill/Ocean on the board, and define/discuss if needed.

ACTIVATE (15 MINUTES):

Give the students 5 minutes to color their planets. Ask them to hold up their planets. Read or narrate the following story:

I was walking down the street yesterday and I came across my favorite field. I used to go to this field all the time as a kid and watch all the animals that lived there. There were birds, deer, rabbits, bugs, and even a fox. But today when I walked past the field I saw a big sign for a new housing development being built there. The bulldozers had started leveling out the field. Where would all the animals go??

This hurts the earth (instruct the students to fold their earth in half).

I continued on my way, sadly, and saw a garbage truck go by. This truck was filled to the brim with garbage and it was heading to a local landfill. Hundreds of garbage trucks dump their load at the landfill all day long. What did this landfill used to be?

This hurts the earth (instruct the students to fold their earth in half again).

As I made my way to the store to buy some apples, I saw apples slices that were individually wrapped in plastic, inside a plastic bag, being put into a plastic supermarket bag. Where is all of this going to end up?

This hurts the earth (instruct the students to fold their earth in half again).



As I did my shopping, I was proud of myself for bringing my own reusable bags, my own container for bulk foods, and not buying foods that had way too much plastic.

This helps the earth (instruct students to unfold their earth 1 time)

As I walked the mile home, I felt happy to be out in the fresh air using my own legs to walk instead of using my car, which would have caused pollution.

This helps the earth (instruct students to unfold their earth 1 time)

When I entered my house, I had turned all of my lights off and only then turned on the ones that I needed. I didn't use air conditioning, and only turned on the heat when I really needed it, but mostly just put on extra socks and a blanket.

This helps the earth (instruct students to unfold their earth 1 time)

Although many of our choices are hurting the earth each day, there are some things we can do to not hurt it so much, and to even help it. Think about your choices when you are using things, buying things, and supporting things. Make sure if we can't help the earth, we are doing the most good and least harm possible.

REFLECT (25 MINUTES):

Hold up each item from the bag of garbage, one at a time, and ask the students if there is a better place for that item besides a trash can. Each item should be able to go somewhere else. Explain how to find out if an item is recyclable and compostable.

Explain upcycling as a creative way to reuse what we normally throw away and show upcycled items (i.e. pencils upcycled from old jeans).

Introduce the animal and allow students to pet

CLOSURE (3 MINUTES):

Ask students to give you 5 ways you can be respectful to each other, animals, and the planet.

MODIFICATIONS:

If there is no animal for the presentation, teachers can contact local Animal Welfare organizations to see if they would be willing to bring in an animal for students to meet. Stuffed, plush animals will also work well to showcase pet care & interaction.

Extension activity; use the white board to further explain the life cycle of a piece of garbage to a landfill versus a something recycled.

Extension activity; read *Michael Recycle* by Ellie Bethel or another book about environmental respect.

Whale's Stomach created by the Institute for Humane Education

