

Be The Change!

TEACHER'S GUIDE

The *Be the Change!* series is inspired by Mahatma Gandhi's famous quote, "Be the change you want to see in the world." This series helps students identify areas for small- and large-scale change in their communities, local and global. In each book, students learn about communicating for a cause, creating an action plan, and overcoming challenges. Mini-biographies in the books highlight the efforts of forward-thinking students who are taking action to make the world better.

The *Be the Change!* Teacher Guide includes several lessons intended to have students explore their individual role in making the world a better place. The lessons incorporate ideas from each book and related concepts, such as the three R's (reduce, reuse, recycle) and the impact these have on reducing our overall waste. Students will also create a pledge for Earth Day; participate in a Waste Free Lunch Day; choose a problem in their community and create a plan for a solution; and research an organization that promotes positive change in the world.

It is important to teach students how to take care of the environment and be a positive part of their local, national, and global communities. Students should also be encouraged to take steps to promote positive change and action. The hope is that they are inspired to take what they have learned and continue to implement it throughout their entire life.

The lessons in this guide are tailored for students in grades 1 and 2. Each lesson can be taught as a stand-alone lesson, however it is recommended that the lessons are taught in sequential order, which would scaffold understanding. Reproducible worksheets and assessment tools accompany each lesson plan. The titles in the *Be the Change!* series include:

Be the Change for the Environment

Be the Change in your Community

Be the Change in your School

Be the Change in the World

PACING CHART AND VOCABULARY

Lesson Plan Title	Pacing	Vocabulary
Protecting the Environment	1-2 class periods*	environment reduce reuse recycle stewardship waste
Taking Action in our Community	1-2 class periods*	action plan community
Learning How to Be Waste Free	2-3 class periods*	reduce reuse recycle school waste waste free
Exploring Organizations that Promote Change	2 class periods*	organization research volunteer

* 1 class period = 40-60 minutes

ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

Instructional Strategies

- Break tasks into parts with accompanying timelines
- Provide extra time for processing of oral information
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provide model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions.

Assessment Strategies

- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

LESSON 1

Protecting the Environment

Curriculum Correlations

C3 Framework

D2.Geo.5.K-2

Ontario Social Studies

Grade 1A. Heritage and Identity: Our Changing Roles and Responsibilities

A3.4, A3.5

Grade 2B. People and Environments: Global Communities

B1.3, B2.6

Materials

- *Be The Change for the Environment* book
- White board/chalkboard
- Markers/chalk
- “Reduce, Reuse, Recycle” Anchor Chart
- *Pledge to Earth Day Worksheet*
- *Pledge to Earth Day Checklist*
- Markers/ crayons/ pencil crayons

Objectives

Students will:

- Explore their role in protecting the environment.
- Explore their role in reducing, reusing, and recycling and provide examples from their own lives.
- Create a pledge to make their environment and world a better place.

Setting the Stage

Begin by introducing the book *Be The Change for the Environment*.

Read the book to the class. Be sure to ask probing questions to gauge understanding and prior knowledge on the topic.

Facilitate a classroom discussion on the information we explored in the book. (Some of this vocabulary may be new to students).

Ask students:

- What did Gandhi mean when he says “Be the change you wish to see in the world”?
- What does our environment consist of?
- What is stewardship? Why is this important? Can you think of a time where you have acted as a steward of your environment? Explain.
- What are some ways you care for the environment?
- What else could you do to take care of the environment? Why is this important?
- What are some challenges that could arise?

Next, introduce the concepts of **REDUCE** (to use less of something), **REUSE** (to use an item again), and **RECYCLE** (to make new items from old ones).

Prior to the lesson, teacher should create a “Reduce, Reuse, Recycle” Anchor Chart with each word and its definition. Leave room under each definition for examples.

Display the anchor chart for the students.

As a class, begin to brainstorm examples for the three R's in our own lives. These examples will be added under each definition on the Anchor Chart.

Ask students:

- What are some ways we can reduce our waste? (Examples: recycle, turn off lights, have shorter showers, etc).
- What items can we reuse? (Examples: plastic water bottles, plastic bags, newspapers, clothing, etc.)
- Do you recycle at home? Which items can you put in the blue bin? The gray bin? (Examples: paper, cardboard, glass bottles, metal, etc.)

Activity

Students will be given a *Pledge to Earth Day Worksheet*.

(Earth Day takes place on April 22nd. If your unit is taught outside of this time period, you can alter the poster to be a pledge to the environment).

On the bottom half of the worksheet, the students will be responsible for writing a short paragraph on what they pledge to do in order to make their environment and world a better place.

- The paragraph begins with “I pledge to . . .” Students will write their pledge after the sentence starter.

Above the pledge, students will include an illustration. The illustration will support their pledge and should include at least two of the key concepts we discussed today.

Students will be reminded of the Anchor Chart if they are stuck on ideas for a pledge or key concepts for their illustration.

Extensions

- ▶ Students could present their *Pledge to Earth Day* drawing to the class.
- ▶ Implement some of the pledges in the classroom. After some time, have students write a reflection in which they identify how their pledge has made a difference and how they have helped to make their environment a better place.

Wrap-Up

Students will showcase their worksheets on a designated classroom wall. Students will then complete a Gallery Walk, where they look at the pledges created by their classmates.

Students will be encouraged to ask their peers questions, and provide positive feedback. Allow for student interaction throughout.

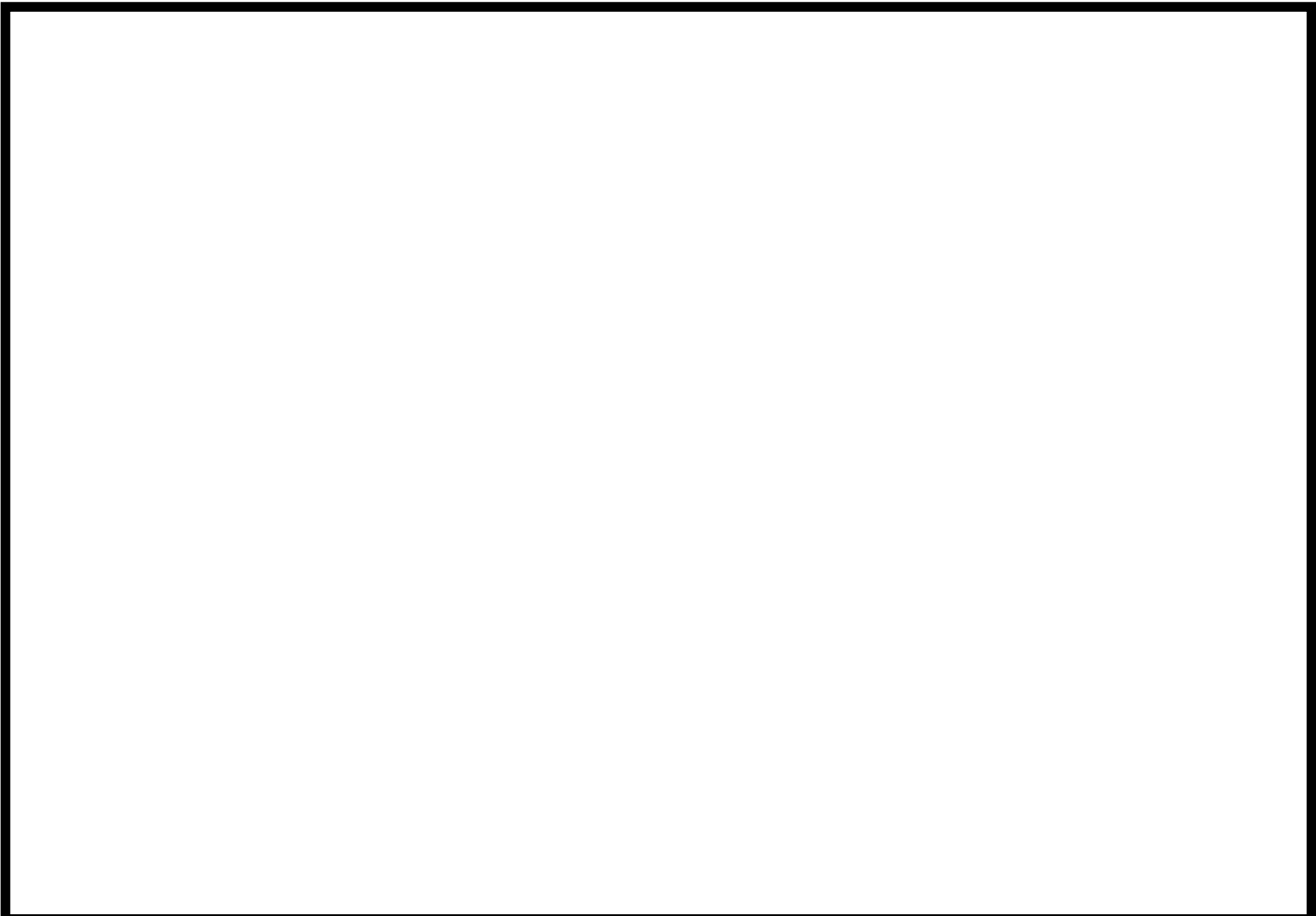
Assessment

Students will hand in their *Pledge to Earth Day Worksheet*. Teacher will use *Pledge to Earth Day Checklist* to assess for understanding and performance.

Name: _____

Date: _____

My Pledge to Earth Day



I pledge to...

Pledge to Earth Day Checklist

Students Name: _____

Date: _____

	Yes	No
Student actively participated in the Gallery Walk and class discussions.	Notes: _____ _____ _____ _____ _____ _____	Notes: _____ _____ _____ _____ _____ _____
Student has written a pledge. Pledge reflects the student's understanding of the 3 R's and shows application of their knowledge about how humans impact the environment.	Notes: _____ _____ _____ _____ _____ _____	Notes: _____ _____ _____ _____ _____ _____
Student has included an illustration that incorporates at least two key concepts discussed in the lesson. Illustration is clear and easy to interpret.	Notes: _____ _____ _____ _____ _____ _____	Notes: _____ _____ _____ _____ _____ _____

LESSON 2

Taking Action in our Community

Curriculum Correlations

C3 Framework

D2.Geo.5.K-2

D2.Geo.6.K-2

Common Core State Standards

CCSS.ELA-LITERACY.SL.1.4

CCSS.ELA-LITERACY.SL.1.6

CCSS.ELA-LITERACY.SL.2.4

CCSS.ELA-LITERACY.SL.2.6

Ontario Social Studies

Grade 1B. People and Environments: The Local Community
B1.3, B2.1

Grade 2B. People and Environments: Global Communities
B1.3

Ontario Language Arts

Oral Communication- Grade 1 & 2

2.3

Materials

- *Be the Change in your Community* book
- White board/chalkboard
- Markers/chalk
- *Community Action Plan Worksheet*
- *Action Plan Presentation Rubric*

Objectives

Students will:

- Define community.
- Identify various communities they are part of, and their role in making positive changes in these communities.
- Collaborate to create a community action plan that intends to solve a problem in one of their communities.

Setting the Stage

Begin by introducing the book *Be the Change in your Community*.

Read the book to the class. Be sure to ask probing questions to gauge understanding and prior knowledge on the topic.

Facilitate a classroom discussion. Begin by writing the word “community” on the front chalkboard/white board. Create a web around the word using student answers to the following guided questions:

- ▶ What is a community? (A group of people who share a common characteristic. A place where people live, work, and play).
- ▶ What communities are you a part of? (For example: family, school, friends, neighborhood, sports team, etc).
- ▶ Have you noticed any problems in your community that need fixing?
- ▶ What are some of the ways people made positive changes in their communities in the book?
- ▶ What are some things you have done or could do to make your community a better place?
- ▶ Why is it so important to take care of our communities?

Takeaway concepts:

- The classroom discussion should help students reflect on the *Be The Change in your Community* book and begin to think about how they can apply this to their own life and communities.

Activity

Students will be divided into groups of three. As a group, students will choose a problem that could be improved in one of their communities (for example: the local park has a lot of litter).

Each group will work together to find a solution to this problem (for example: adding more garbage and recycling bins to the park).

They will create an action plan using the “*Community Action Plan*” worksheet (one worksheet per group).

One student will volunteer to record their group’s answers on the worksheet.

Then, students will map out what the problem is, and how they intend to fix it, by answering the 5 Ws and 1 H as follows:

- **WHO** (Who can help you achieve your goal? Who are we helping?)
- **WHAT** (What supplies will we need? What can we do to help?)
- **WHERE** (Where is this community?)
- **WHEN** (When will we know the problem has been solved?)
- **WHY** (Why did you choose this problem? Why is it important to find a solution?)
- **HOW** (How will you put your plan into action?)

*Remind students they can use the “*Be The Change in your Community*” book and our brainstorming (on the chalkboard/white board) as a guide as they create their action plan.

Teacher is also available for questions and guidance throughout.

Extensions

- ▶ Groups could research other communities with a similar problem, and what solutions they used.
- ▶ Groups could use their action plan to create a list of smaller goals they will need to complete in order to solve the problem.
- ▶ Students could expand on the “WHY”, by independently writing a short paragraph on why this problem/solution is important to them.

Wrap-Up

Tell students that in their groups, they will present their action plans. They will be assessed on their presentations and oral communication skills, so each group member needs to speak.

Encourage groups to split the sections up among group members—each group member reads two sections of the action plan.

Teacher may choose to share rubric with students or go over criteria for a successful presentation. Tell students that part of the criteria is that they actively engage with the presentations by asking at least one question to another group, or by helping to answer a question asked by their peers or by the teacher.

Each group will present their action plan to the class.

Students are reminded to ask their peers questions as they share.

Assessment

Collect observational notes while monitoring students interacting in their small groups. Assess students’ presentations and oral communication skills using *Action Plan Presentation Rubric*.

Name: _____ Date: _____

Community Action Plan

The problem: _____

WHO (Who are you helping? Who can help you achieve your goal?)

WHAT (What can we do to help? What supplies will we need?)

WHERE (Where is this community?)

Community Action Plan

WHEN (When will we know the problem has been solved?)

WHY (Why did you choose this problem? Why is it important to find a solution?)

HOW (How will you put your plan into action?)

Student Name: _____

Date: _____

Action Plan Presentation Rubric

Level 1	Level 2	Level 3	Level 4
Problem or plan is unclear. Student does not use descriptive words or facts to illustrate.	Student uses descriptive words and appropriate facts some of the time. Problem or plan may be slightly unclear.	Student uses descriptive words and appropriate facts to tell about the problem and/or plan.	Student uses extremely descriptive words and provides many facts that paint a picture of the problem and/or plan.
Student does not use full sentences or proper grammar when speaking.	Student speaks in complete sentences some of the time, and has some proper grammar.	Student speaks in complete sentences, with proper grammar.	Student shows excellent grammar skills by speaking in complete and complex sentences.
Student presents one or no sections of the action plan. Student's section is not spoken clearly and is difficult to understand.	Student presents one section of the action plan. Student's section is spoken somewhat clearly and is somewhat easy to understand.	Student presents two sections of the action plan. Student's sections are spoken clearly and are easy to understand.	Student presents two sections of the action plan. Student's sections are spoken in engaging and clear tone, and are very easy to understand.
Student does not ask a question of their peers. OR Student does not contribute to a question posed by teacher or fellow students.	Student does not ask a question of their peers. OR Student somewhat contributes to a question posed by teacher or fellow students.	Student asks at least one question of their peers. OR Student is able to contribute to a question posed by teacher or fellow students.	Student asks more than one question of their peers OR Student contributes to a question posed by teacher or fellow students, showing exceptional understanding and speaking skills.

Additional Comments:

LESSON 3

Learning How to Be Waste Free

Curriculum Correlations

C3 Framework

D2.Geo.5.K-2

Ontario Social Studies

Grade 1A. Heritage and Identity: Our Changing Roles & Responsibilities

A3.5

Grade 1B. People and Environments: The Local Community

B2.2, B2.4

Grade 2B.

People and Environments: Global Communities

B2.4

Materials

- *Be The Change in your School* book
- *Waste Free Lunch Day Worksheet*
- *Waste Free Lunch Day Letter to Parents*
- Student lunch bags
- *Waste Free Lunch Day Exit Card*
- White board or chalkboard, with markers or chalk

Setting the Stage

Begin by introducing the book "*Be The Change in your School*".

Read the book to the class. Be sure to ask probing questions to gauge understanding and prior knowledge on the topic.

Facilitate a classroom discussion.

Ask students:

- Who and what makes up our school community?
(For example: classrooms, teachers, students, school staff, gymnasium, playground, etc).
- When it comes to protecting the environment, what does our school do well?
(For example: recycling bins in every classroom)
- What could our school improve on?
(For example: using less paper, producing less plastic waste, etc.)
- What could we do in our own classroom to help the environment?

Have students think back to our lesson on the environment and the three Rs (Reduce, Reuse and Recycle). Recognize that our school produces a lot of waste. Waste is anything that is discarded after use.

- What are some items that we throw in the garbage after use?
- What are some items that we reuse again? Recycle?

Have students look at the classroom garbage bin or recycling bins for examples. Make a list of classroom waste on the white board or chalk board.

Objectives

Students will:

- Identify ways they can help the environment within their own classroom.
- Identify which items go into the garbage bin (waste), can be recycled, and/or which items can be reused.
- Pack a waste free lunch.
- Compare the items in their lunch bag on the regular lunch day and the waste free lunch day.

Activity

Ask students to go get their lunch bags.
(Do this lesson at the beginning of the school day, or at least before lunch so that students have the majority of their lunch and snacks to look at).

Hand out the *Waste Free Lunch Day Worksheet*.

Ask students to:

- Count the number of waste items in their lunch bag (these are items that would be thrown in the garbage after use)
- Count the number of recyclable items (these are items that would be recycled and made into something new).
- Count the number of reusable items (these are items that can be washed and reused for another lunch).

Students will record the number for each category in the appropriate column on the worksheet.

Allow students to share their findings. Ask students to raise their hand if they had more items in the waste category, the recyclable category, and or the reuse category.

Ask students:

- Why would we want less items in the waste category?
Why is this important?

Explain that we will be partaking in a Waste Free Lunch Day. A letter will be sent home to the students' parents explaining this activity and allowing them some time to prepare. Teacher will choose a day in the near future so lesson is fresh in students' minds.

On Waste Free Lunch Day students will use the *Waste Free Lunch Day Worksheet* to record how many of their items fall in the waste, recycle, or reusable category.

Extensions

- ▶ As a class, take a walk through the school, have students look for ways our school is protecting the environment. For instance, are lights off in a classroom with no one in it? Are there more items in the recycling bin than the garbage bin?
- ▶ Extend the Waste Free Lunch Day to Waste Free Lunch Week. Get other classes involved and have a competition to see which class can produce the least amount of waste!

Wrap-Up

Invite students to compare their findings from the regular lunch day to the waste free lunch day. Have a class discussion about the activity.

Call on students to answer the following:

- Was there a big difference between your regular lunch day and waste free day?
- Which column had more in the regular lunch day? What about the waste free day?
- Which column had the least in the regular lunch day? What about the waste free day?
- If our entire school had waste free lunches every day, what effect would this have on our school's waste? What would be the overall impact on our environment?

Students should understand the importance of minimizing our waste and the long term effects this has on our environment.

Pass out the *Waste Free Lunch Day Exit Card*. Students will use the remaining class time to complete and hand in the exit card.

Assessment

Assess the *Waste Free Lunch Day Exit Card* for understanding, as well as their ability to critically think to apply waste reduction to other areas in the classroom.

Name: _____

Date: _____

Waste Free Lunch Day

Use this worksheet to count and categorize the items in your lunch bag on both the Regular Lunch Day and the Waste Free Lunch Day.

	Waste/Garbage	Recycle	Reuse	Totals:
Regular Lunch Day				
Waste Free Lunch Day				

Waste Free Lunch Day

(School Letterhead)

Dear Parent(s)/Guardian(s):

In an effort to engage students in exploring their individual role in helping the environment, our classroom will be participating in a Waste Free Lunch Day on _____ (date you have chosen).

On Waste Free Lunch Day, we are looking for each child to bring all food and beverages in reusable, washable containers in a reusable lunch bag. Lunches may also include recyclable items if necessary. With your assistance, we are hoping that each child will be able to participate.

Students will complete an activity where they categorize the items in their lunch bag by those items that are waste, recyclable, and reusable. The hope is that students will have the fewest number (or none) of their items in the waste column. They will then compare their findings with that of a regular school lunch.

I invite you to have a look at the various resources Online surrounding this initiative. This website in particular may help to provide some insight in how to shop and pack a waste-free lunch: <https://healthy-kids.com.au/waste-free-lunch/>.

We look forward to your support and hope you will consider packing waste-free lunches on a regular basis in the future.

Sincerely,

_____ (Teacher name)

_____ (phone number)

Name: _____

Date: _____

Waste Free Lunch Day Exit Card

What did you learn from participating in Waste Free Lunch Day?

What is one other way we can reduce our waste in the classroom?

LESSON 4

Exploring Organizations that Promote Change

Curriculum Correlations

C3 Framework

D2.Geo.5.K-2

D2.Geo.10.K-2

Ontario Social Studies

Grade 1A. Heritage and Identity: Our Changing Roles & Responsibilities

A1.4, A2.4, A2.6, A3.5

Grade 2A. Heritage and Identity: Changing Family and Community Traditions

A2.6

Grade 2B. People and Environments: Global Communities

B1.3, B2.1

Materials

- *Be the Change in the World* book
- Computers/laptops (1 per pair)
- *Positive Change Worksheet*
- *3-2-1 Exit Card*

Setting the Stage

Begin by introducing the book *Be The Change in the World*.

Read the book to the class. Be sure to ask probing questions to gauge understanding and prior knowledge on the topic.

Ask students:

- In what ways do people need help?
(For example: money, food, clothing, clean water, etc.)
- What are some ways we can help people around the world?
- Can you name some organizations that help people around the world?
What do they do?
- Have you ever volunteered for a cause? How did it make you feel?
(Allow students to share their experiences).

Objectives

Students will:

- Examine ways in which people around the world need help, and how help is provided.
- Research and answer questions on an organization that is making a difference in the world.

Activity

Place students in pairs.

They will work with their partner to choose and research a volunteer organization that is making a difference in the world.

This organization can be one listed in the back of the *Be the Change in the World* book or another chosen by the students. If the organization is not listed in the back of the book, students will run it by the teacher to have it approved before they start.

Students will work with their partner to research the organization in order to answer the questions on the “*Positive Change*” worksheet.

Each pair will have access to a school laptops/computer lab for their research.

Extensions

- ▶ Have students create a brochure on the organization they have chosen.
- ▶ Have students present their findings on the organization they have chosen.

Wrap-Up

Invite students to tell their peers one interesting fact about the organization they studied. Prompt discussion with:

- Tell us one thing the organization does to help others.
- Give an example of an event that the organization holds.
- How do people help the organization?
- How could you help the organization?

Distribute the *3-2-1 Exit Card* (one per student) for completion.

Teacher will remind students to answer the questions based on what they learned from the “*Be the Change in the World*” book, our classroom discussion, and the organization they researched.

Have students hand in their exit cards and finish the lesson by having an open discussion around the question:

- Why are volunteer organizations important?

Assessment

Collect the *Positive Change Worksheet* and give students a mark for completion.

Assess the *3-2-1 Exit Card* for understanding, interest, and what they would like to learn more about. This may help to tailor any future lessons.

Collect observational notes while monitoring students working with their partners and watching their participation in discussion.

Partner names: _____ **Date:** _____

Positive Change

Research the volunteer organization you have chosen. With your partner, answer the following questions:

Name of Organization: _____

What part of the world do they help?

What do they do to help others? Be specific.

Positive Change

What can people do to support this organization? (For example: donate money, volunteer their time, etc.)

Name and describe one event that they organize. What is the event? What is the purpose of the event?

Name: _____ Date: _____

3-2-1 Exit Card

What are 3 things you learned from today's lesson?

1. _____

2. _____

3. _____

What are 2 things that you found interesting, and would like to learn more about?

1. _____

2. _____

What is 1 question you still have about the material?

1. _____
