

# Environmental Checklists

Grade

4

Topic: Waste  
Grade: 4  
Duration: 2 x 45 minutes

*Students will examine their own involvement with keeping the environment clean and understand how they can make positive changes. They will create a personal checklist to be used to determine their environmental awareness. They will start to look at the school and the local community and examine where improvements could be made.*

## **Curriculum Expectations**

- 4s1: Demonstrate an understanding of the concepts of habitat and community, and identify the factors that could affect habitats and communities of plants and animals
- 4s3: Describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitats
- 4s16: Describe ways in which humans can affect the natural world
- 4e1: Communicate ideas and information for a variety of purposes and to specific audiences
- 4e2: Begin to write for more complex purposes
- 4e52: Communicate various types of messages, explain some ideas and procedures, and follow the teacher's instructions
- 4e53: Ask questions on a variety of topics and respond appropriately to the questions of others
- 4m101: Collect and organize data and identify their use
- 4m103: Interpret displays of data and present the information using mathematical terms
- 4m107: Before gathering data, predict the possible results of a survey based on their experiences
- 4m110: Explain how data were collected and describe the results of a survey
- 4a43: Produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences

## **Background Information**

Over the past years, there is growing concern about pollution and its effects on our environment. Students need to be aware of the role they play in helping to protect the environment and make changes to their behaviour to conserve our natural resources.

## **Accountability**

Students will be aware of their responsibility to look after their own environment.

## **Teacher Notes**

## Lesson 1 – Personal Checklist

1. Use a scenario approach to this activity. Present the following scenario to the students

Your class has been assigned the task of becoming Environmental Stewards for the school. Create surveys that can be used to help determine how well the school is doing in its quest for creating a more environmentally friendly environment. You will need to keep accurate records of your work throughout your investigations so that you can demonstrate the improvements made at the school.

2. This activity encourages students to examine their own practices with respect to being aware of environmental concerns and their role in making changes.
3. Discuss the types of activities students do that make a difference in the environment and reduce waste.
4. Students create their own environmental checklist or personal inventory. Use the following checklist as a guide for students.
5. Discuss the results of the inventories and talk about how they can make changes.
6. This inventory can be done several times during the year so that students are aware of the changes that they are making in their own behaviour over a period of time.

## Lesson 2 – Community Checklist

1. After the personal checklist has been completed, extend this to the school and then local community.
2. Discuss the role that individuals play in keeping their school community clean. Talk about what makes their school a safe and healthy place.
3. Work in pairs to create a school checklist of items that need to be examined.
4. Take a walk around the schoolyard. Repeat this on several days. Each time, watch for the same items on the checklist.

### **Extension**

1. Create “Environmental Folders”. Students can keep all of their material on this topic in these folders.
2. Keep a weekly journal to record the changes in the school and local community.
3. Start a class mural on the environment. This can be added to throughout the study. Students can show the school and community as it was at the beginning of their study. They can show recycling bins in use or conversely garbage in the streets. Use real “garbage” (clean) on the mural.
4. As the study continues and the neighbours are made aware of what the students are doing, garbage can be taken off the mural and placed in a separate mural or chart paper to show how the local community is helping to clean up this area.
5. Chart the results of the various surveys.
6. Design posters to remind people to follow the environmental guidelines that have been established at the school:
  - Turn Off Lights!
  - Turn Off Computers When Not In Use
  - Use Recycling Bins

### **Home Extension**

Create a similar checklist for the home and the local community and encourage home support in completing the lists.

### **Lesson Comments**

Teachers, feel free to add in your own comments for this lesson.

Sample Items for Personal Check List

- I try not to litter - Y/N
- I use both sides of drawing paper and writing paper and reuse computer paper - Y/N
- I take short showers - Y/N
- I use recycling containers wherever I can - Y/N
- I am careful to turn off lights and electrical equipment when I am not using them – Y/N
- I re-use plastic bags, lunch bags and wrapping paper – Y/N
- I walk or ride my bike instead of riding in a car – Y/N

Sample Items for School and Community Environmental Checklists

- Very little litter is lying around on the ground – Y/N
- There are enough garbage cans in the schoolyard – Y/N
- Trash areas are neat – Y/N
- Lights are turned out at night in most houses and buildings. – Y/N
- People keep their yards and streets clean. – Y/N
- Most houses use recycling containers on a regular basis. Y/N