

Making Our School Green

Grade Cluster - 3-5

NETS-S-1 - Creativity and Innovation

Quick Look:

Students help the school community create an awareness of the benefits of becoming a “green” school and develop an action plan to address areas of concern.

Scenario:

As part of an environmental studies unit, students participate in activities that help them develop an awareness and understanding of what it means to have a green environment in their school, with the eventual goal of having them develop a plan to “green up” their school.

As an introductory and awareness activity, students take the [Back to School](http://www.thegreenguide.com/kids/school-age/school-quiz) quiz at <http://www.thegreenguide.com/kids/school-age/school-quiz> and discuss what they learned and how students can make a difference in the school. (1a)

Using the information they gained from the awareness activity, students identify areas of the school that will be assessed for “greenness” and suggest ways to help make those areas greener. The Four R’s (reduce, reuse, recycle, rot) will be addressed.

Some areas of concern are:

1. Classroom materials- Use of pencils, markers, etc.
2. Paper- Consumption and waste
3. Cafeteria- Left-over food scraps
4. Janitorial- Use of cleaning chemicals
5. School grounds- Safety and sanitation
6. Transportation- Taking the bus vs. driving individually to and from school

Students work in teams to address one of the above issues and begin by researching the Internet for further information on their topic. (6b) Additionally, they create and implement a survey, using [Google Forms](#), and score the results in a spreadsheet that they can use to analyze the information. (6b, 1c) All information is stored in a common folder or in [Google Docs](#), so all members of the team have access to the data. (6a) Teams present their findings to the class using the [interactive whiteboard](#) and receive feedback on their results. (6a)

After the class presentation on each area of concern around the school, students use a [digital camera or camcorder](#), to document their concerns. (6b) As part of the research process, students identify an adult in the school who is responsible for the oversight of these areas using [email](#) and set up an interview. (6b) The interview is recorded using a [digital camcorder](#). (6b)

Based on the data collected, students create an action plan with a list of suggestions to make the area of concern a greener environment. Students use a program like [InspireData](#) to record the data. (1a) Students share their findings with identified adult and create an action plan, which is shared with the school community and posted on the class [blog](#). (1a, 1b, 1d) After, students use a publishing program to support their action plan, to create posters to be displayed around the school to bring awareness to the issues. (1b)

In order to prepare for their next activity, students view videos from <http://www.greenschoolsalliance.org/>. With the information and photos they gathered, students create a digital story using [Photo Story](#), describing the problem, the importance of making the school a greener place, and how it can be accomplished. (1b, 6b) The videos are posted on the classroom *blog*. (6d)

Students then create *Photo Stories* to present their finding to their peers and gain their support for their projects. (6a) Students write articles to the local newspaper, the school paper, and present information to the PTA and school board and other community services, to bring awareness to 'green up' of the school. (1b)

Student Standards- The following NETS-S are noted in the Scenario:

1. Creativity and Innovation- A, B, C, D
6. Technology Operations and Concepts- A, B, D

Teachers Standards- Teachers who teach this unit address the following NETS-T:

1. Facilitate and Inspire Student Learning and Creativity- A, B, C, D
2. Design & Develop Digital-Age Learning Experiences & Assessments- A, B, C
3. Model Digital-Age Work and Learning- A, B, C
4. Promote and Model Digital Citizenship and Responsibility- B, C
5. Engage in Professional Growth and Leadership- B

Content Grade Expectations

The scenario writer has identified the following content grade expectations that s/he felt might be assessed in this scenario. In most of these scenarios, there may well be opportunities to assess other or additional content grade expectations across a variety of disciplines. If you are interested in developing a unit or lessons based on the following scenario, and you don't see any grade expectations in your content area, we encourage you to capture the ideas presented in the scenario and make it your own by adding components that address the grade expectations you are most interested in assessing.

H&SS3-4:1 History and Social Sciences Inquiry - Student initiate an inquiry by..

- Asking relevant and focusing questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched

H&SS3-4:3 History and Social Sciences Inquiry - Students design research by...

- Identifying resources for finding answers to their questions
- Identifying tasks and how they will be completed, including a plan for citing sources

- Planning how to organize information so it can be shared.

H&SS3-4:7 History and Social Sciences Inquiry

Student communicate their findings by giving an oral, written, or visual presentation that summarizes their findings

H&SS3-4:12 Physical & Cultural Geography - Students show understanding of human interaction with the environment over time by...

- Identifying and participating in ways they can contribute to preserving natural resources.

H&SS 3-4:14 Civics, Government and Society - Students act as citizens by...

- Demonstrating positive interaction with group members.
- Identifying problems, planning and implementing solutions in the classroom, school or community.