

Lesson 5: One World's Eco-Acts

Summary: In this lesson, students will become agents of change by doing Eco-Acts (ecological acts.) The teacher will introduce the topic with trigger questions related to heroes and making a difference. Then, the students will brainstorm ideas on how they could positively transform the environment and learn why these actions are relevant. Students will track their Eco-Acts for one week and record them on the One World eco-acts passport. Finally, students will share their experiences and how these eco-acts influenced on them.

objectives

- Students will carry out Eco-Acts and they will track them on an eco-passport.
- Students will learn the importance of these Eco-Acts and how they impact positively the environment.

key words

- Change
- Eco-Acts

materials

- Eco-Acts Passport
- Internet access
- Paper and writing utensils

time

- Session 1: 60 minutes
- Eco acts track: 1 week
- Session 2: 20 min



Teacher Presented Knowledge (I Do)

10 min

Ask your students the following questions:

- What characters in history, a story, a movie or those around you have changed the world?
 - Students will give examples of people or characters that have made a change in the world or the direction of a story or tale.
- Is it easy to change the world?
 - We often believe that making a change is difficult. During the course of the class, students will understand that they can change the world with small actions such as Eco-Acts.
- Do you think you could make a change in the world?
 - We generally have the idea that changes are made by extraordinary people such as heroes, scientists, etc. An idea that we will modify throughout the class.
- In what aspects of our daily life could we make a significant change?
 - Students should think of actions or ways in which they can make a change. If no student proposes an idea related to climate change, the teacher should introduce the topic.

Guided Student Practice (We Do)

15 min

Step 1

The teacher will explain to the students that during the lesson they will talk about the issue of climate change and how they are a key generation to avoid a collapse in our world.

Step 2

Students will be asked to give ideas of how we could contribute or what actions we could take to stop this problem. With these notions in mind, students will work in groups and brainstorm realistic actions that we can take in our everyday life (between 5 and 8 actions) to mitigate this problem. They can use resources such as the internet, magazines, books or any material that helps them complete the brainstorming.

Student Independent Practice (You Do)

25 min

Once the students have brainstormed, ask them to read their list of Eco-Acts and check if there are any actions in the list that they brainstormed that are also in the list of the eco passport. If so, they should look in the text "15 reasons why your eco passport makes a difference", attached in the PDF of the eco passport, why this action is important and generates a change.

The eco passport can be found in this link:

<https://oneworlduv.com/eco-passport/>

The teacher will randomly choose an Eco-Act and ask if anyone brainstormed it. The group should explain why this action is important. If any team wrote down another idea that is not included in the eco passport, they can explain why they think that action could be an eco act.

Hummingbird + eco acts

10 min + 1 week

The teacher will explain how the eco-acts passport is used. They can integrate dynamics such as some recognition for the student/group that makes the most Eco-Acts, individual and collective goals, etc.

Together as a group watch the following video (Hummingbird fable). Encourage your students to become small powerful hummingbirds (agents of change). Let them feel these small actions they are doing count!

Link to the hummingbird fable:

https://www.youtube.com/watch?v=GJGNmgy676I&ab_channel=GranvilleOnline

Step 3

During this phase, the students will monitor their Eco-Acts during one week. You can ask them to add Eco-Acts that they consider appropriate. Students must keep track of their Eco-Acts in their One World eco-passport. (The designated time for this activity is one week, feel free to adjust this time if you think it is necessary.)

Closing of Eco-Acts Week

20 min

Students will share the results, experiences, challenges, and accomplishments with the group.

The teacher can ask questions to assess the progress and learning of the students during the lesson such as:

- What challenges did you face during this experience?
- What did we learn in this lesson?
- How can we relate the story of the hummingbird with the Eco-Acts we did?
- Was it easy or difficult to do these Eco-Acts ?
- Do you think these actions made a change?
- Do you think this change is significant?
- Do you think you are change agents?
- Will the acts continue to echo after the class activity is over?

You can add the questions that you consider pertinent to be able to close your class. Together as a group come to a conclusion about the importance of Eco-Acts .