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**ENVIRONMENTAL RESPONSIBILITY LADDER:
A TEMPLATE FOR PRIMARY SCHOOLS**

All

ENVIRONMENTAL RESPONSIBILITY LADDER A TEMPLATE FOR PRIMARY SCHOOLS



	CANADA	BOSAWAS (integrates traditional indigenous knowledge at all levels)
Kindergarten	Seasonal School Beautification: Teachers and students are responsible for weekly displays of flowers, rock gardens, winter twigs, and natural displays that fit with seasonal celebrations of the solstices and equinoxes.	School exhibitions?
Grade 1	Flower garden maintenance: teachers and students weed the gardens, clean them for the winter, plant seedlings in late winter, hold plant sales in early spring, breathe life into the garden, install new paths.	Orchard and fruit trees?
Grade 2	Schoolyard Gardens: Teachers and students install raised beds, test and amend soil, harvest vegetables, organize a harvest festival, lay garden beds, order seeds in spring, plan the garden, organize volunteers for summer maintenance.	Medicinal herb garden?
Grade 3	Schoolyard maintenance: Teachers and students keep the natural area or schoolyard clean, design graffiti and vandalism prevention programs, help teach schoolyard games, work with maintenance staff from school, create homes for birds and wildlife, keep bird feeders full, keep track of birds visiting the feeders.	Garbage collection and sorting?
Grade 4	Recycling program: Teachers and students design and implement the paper recycling program. They collect the paper and take it to the collection site; They monitor classroom and school usage in hopes of decreasing paper use. Systems are also developed for other materials such as glass, plastic and aluminum cans.	Recycling plastic and cans?
Grade 5	Composting program: Teachers and students work with school cafeteria staff to first design a pre-consumer composting program and eventually a post-consumer program. First graders educate new students on what is compostable and what is not. They also work on the post-lunch separation process.	Composting organic waste?
Grade 6	Climate Change Team: Teachers and students are responsible for minimizing the school's carbon dioxide production. They accomplish this with annual projects to monitor and reduce the school's consumption of electricity, heating fuels, and water. Students suggest changes in behavior to reduce consumption. Students and teachers work with building maintenance staff to use the healthiest cleaning products.	Forest Protection Team?

Based on David Sobel, Antigonish University, New England.