

## Roots & Shoots

# Let's Talk About Conservation!

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## Summary

1. **Subject(s):** Conservation, Climate Change, Environment, Eating local, Jane Goodall, Community Mapping
2. **Topic or Unit of Study:** Science/Environmental Studies
3. **Grade/Level:** 4th
4. **Objective:** To engage students in global issues, specifically food procurement and give them the knowledge to take action within their local communities.
5. **Time Allotment:** 45 minutes

## Implementation

### Learning Context

*Focus on **Reduce, Reuse, Recycle**, and introduce **RETHINK!** And explain why it is important (ties into concepts below)*

*Perhaps bounce off of what they are learning in science class. Start with chain reactions (understanding that everything is connected).*

*If time permits discuss basic climate change concepts (atmosphere and carbon emissions) and the what is environmental conservation. How do our food choices impact these concepts?*

### Procedure

- a. Anticipatory Set
  - Discuss Jane Goodall and her chimps
  - Like Jane our goal is to “think global, act local”
- b. Direct Instruction
  - a. Brainstorm how do we obtain our food? Beyond the grocery store, where does our food come from?
  - b. Ways to rethink our food in cooking class (working through a recipe)
    - i. World map activity
    - ii. Energy expenditure



1. Climate, seasonality
- iii. Eating local
  1. Understanding where our food comes from, the role of a farmer
- c. Guided Practice
  - a. Mapping and finding community partners
    - i. Farmers
    - ii. Local growers (individuals with personal fruit trees and produce)
    - iii. Farmer's markets
    - iv. Our school's garden
  - d. Check for Understanding

Ask questions

    - Has this changed the way you think about food?
    - What are other ways we can continue to conserve at home?
  - e. Closing

No person is too small to make a difference in the world. :-)

