

TAKING ACTION FOR A SUSTAINABLE FUTURE

FOR UPPER ELEMENTARY

RATIONALE

By recognizing the impact their daily choices have on the environment, students can adopt a navigator mindset to plan a new “sail path” for the future, setting goals for sustainable actions that they will take to mālama our planet.

ESSENTIAL QUESTIONS

- What is sustainability?
- How can simple every day choices impact our environment?
- Could improved awareness of these actions help us to replace them with new actions that positively impact the Earth?

MATERIALS

Specific materials listed in each activity.

LEARNING OBJECTIVES

After this lesson, learners will be able to:

- Understand the impact of human actions on the environment
- Analyze data and trends related to environmental issues
- Make a pledge to commit to taking action for a sustainable earth through the #voyage4earth campaign
- Use the reusable bag, seed paper, and mele/poem they created to change habits and inspire others to do the same

OPENING DISCUSSION

1. Begin by discussing the impact of human actions on the environment and the importance of sustainable practices.
2. Ask students to brainstorm examples of environmental issues they are aware of, and write their ideas on chart paper.
3. Discuss the ideas as a class, focusing on data and trends related to the issues, and emphasizing the need for individual and collective action to address them.

ACTIVITY IDEA #1: Make a pledge

Voyage-4-Earth Pledge

<https://hokulea.com/wp-content/uploads/Voyage4Earth-Coloring-Sheet.pdf>

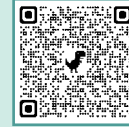


- Introduce the #voyage4earth campaign by showing the students the campaign website <https://hokulea.com/moananuiakea/#voyage4earth> and explaining its goals (e.g. raising awareness about environmental issues and inspiring action).
- Encourage students to reflect on how they can commit to taking action for a sustainable earth.
- Engage students in a discussion about what actions they can take to help through the #voyage4earth campaign. Brainstorm a list of ideas as a class and write them on the whiteboard.
- Divide the class into small groups and provide them with data related to an environmental issue (e.g. carbon emissions, plastic waste, deforestation, etc.). Ask them to analyze the data and trends, and identify potential solutions to the issue.
- Pass out printed copies of the pledge to each student and invite them to come up with how they will #voyage4earth and make their own pledge.
- Encourage students to support the campaign and share their pledges on social media or with their school community.

ACTIVITY IDEA #2: Rethinking Plastic

DIY Reusable Bag Worksheet

https://ksdigitalfiles.ksbe.edu/assets/waa/content/sustainableearth_activity/diyreusablebag.pdf



Preparation: A week before, ask each haumana to each bring in an old tshirt they don't want to wear anymore. Maybe bring a few extras just in case.

- Ask the class to each individually list all the plastic items they used today, starting from when they woke up in the morning.
- Have the class share their lists aloud, and make a list on the whiteboard of items commonly used by the class.
- Lead a discussion about how much plastic, especially single-use plastic (like grocery bags), we use every day, and how that impacts our 'āina. Discuss several practical ways we can each cut back on our plastic usage and consumption.
- Pass out supplies (listed on worksheet) and have haumāna take out their old tshirts they brought in. Explain that by making our own reusable bags out of old shirts, we will be repurposing clothing that would otherwise get tossed, and minimizing our reliance on plastic bags in our everyday lives.
- Walk the class through the directions for how to make a reusable shopping bag as they follow along. (You can play the instructions here in this video as well: <https://youtu.be/bczGu8aGdik>.) When done, remind them take their bags home and use them in lieu of plastic shopping bags.
- In closing, ask haumāna to brainstorm a few ways that the class as a whole can use less, reuse, or better recycle single-use plastics in the classroom.

ACTIVITY IDEA #3: Using Paper to Help Our 'Āina

Make Your Own Seed Paper

https://ksdigitalfiles.ksbe.edu/assets/waa/content/sustainableearth_activity/seedpaper.pdf



Preparation: If you'll be foraging for seeds on public land, obtain permit from Hawai'i Division of Forestry and Wildlife ahead of time.

- Lead a class discussion about how native plants arrived on our island. Explain that they landed here without the help of humans and were carried by birds, the wind, and the sea. Discuss the importance of native flora in Hawai'i.
- Introduce the activity and highlight the significance of recycling paper and planting indigenous seeds as ways to mālama our environment.

- Follow the directions on the handout to lead your class through preparing your paper slurry and foraging for seeds, then making the seed paper
- When done, brainstorm ideas for how haumāna can use or gift the seed paper and remind them how to properly plant it when done.

ACTIVITY IDEA #4: Inspire Change

Earth Mele or Poem

https://ksdigitalfiles.ksbe.edu/assets/waa/content/sustainableearth_activity/earthmeleorpoem.pdf



- Play Jack Johnson’s “Reduce, Reuse, Recycle” song in this video: <https://youtu.be/uSM2riAEX4U> and discuss why he might have made that song and what he wants listeners to do after hearing it. Explain what a “call to action” is.
- Pass out the handout and have the class work in pairs or individually. Explain that their goal is to write their own mele or poem to call others to action by highlighting eco-friendly choices we can all make daily to improve the Hawai’i, the environment, or our planet overall.

SHOW US WHAT YOU DID!



If you did any of these activities, please send us photos or videos of them for a chance to be featured on the Holomoana website!

Email them to ittraining@ksbe.edu.

(Learning standards are on the next page)



Kamehameha Schools®



POSSIBLE LEARNING STANDARDS CONNECTIONS

E Ola! <https://blogs.ksbe.edu/eola/>

'Ike kūpuna: ancestral experiences, insights, perspectives, knowledge, and practices.

Aloha 'āina: Hawaiian patriotism; love for the land and its people.

Mālama and Kuleana: Social agency, community consciousness.

Global Competence: Students have intercultural communication skills to interact effectively in an interdependent world.

Science (Upper Elementary)

Transfer Goal A: Students will independently use their learning to construct an explanation from observations of scientific phenomena.

• **Traits:**

Observation: Receiving knowledge of the world by using the senses and recording quantitative and/or qualitative information. May employ the use of scientific tools or instruments.

Explanation: Construct meaning from observations.

Visual Arts (Upper Elementary)

Transfer Goal A: Students will independently use their learning to apply imagination and intellect to conceive, develop, and craft works of art to communicate ideas, experiences, or cultural expressions.

• **Traits:**

Design Process: The iterative process to research and develop ideas.

Intended Communication: Purpose of art work.

NGSS <https://www.nextgenscience.org/>

MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

• **ESS3.C: Human Impacts on Earth Systems**

Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things.

CCSS <https://www.corestandards.org/read-the-standards/>

English Language Arts

Writing

• **CCSS.ELA-LITERACY.W.3.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

• **CCSS.ELA-LITERACY.W.4.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

• **CCSS.ELA-LITERACY.W.5.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Nā Hopena A'o

<https://www.hawaiipublicschools.org/DOE%20Forms/NaHopenaAoE3.pdf>

1. Strengthened sense of belonging

- g. Understand how actions affect others
- h. Actively participate in school and communities

2. Strengthened sense of responsibility

- e. Make good decisions with moral courage and integrity in every action
- f. Set goals and complete tasks fully
- g. Reflect on the quality and relevancy of the learning

6. Strengthened sense of Hawai'i

- d. Learn and apply Hawaiian traditional world view and knowledge in contemporary settings
- g. Treat Hawai'i with pride and respect
- h. Call Hawai'i home

HOLOMOANA

Taking Action for a Sustainable Future

<http://www.ksbe.edu/holomoana/>