

### **Activity 3: Take Local Action!**

Students can create a PowerPoint presentation and share their Take Action statements with other 3<sup>rd</sup> - 5<sup>th</sup> grade classrooms. They can even challenge classes to come up with their own Take Action commitments. In addition, students will pledge to protect the wetlands and oceans by taking mindful actions every day. They will share three specific examples with their classmates, teachers, family, school, and community members.

**Purpose:** The purpose of this activity is to empower students to effect positive change. We can all make a significant difference protecting wetlands and oceans if we are mindful of our daily activities and choices.

**Mantra:** *“To be noble is to take positive, productive action locally and globally.”* Lisa M. Algee

**Materials:** Recycled sustainable paper, pencil, crayons, markers, computer with PowerPoint and ClipArt.

### **Common Core Standards:**

#### **Writing:**

##### **Text Types and Purposes:**

CCSS.ELA-Literacy.W.3.1 (third), 4.1 (fourth), and 5.1 (fifth) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.3.2 (third), 4.2 (fourth), and 5.2 (fifth) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

##### **Research to Build and Present Knowledge:**

CCSS.ELA-Literacy.W.3.7 (third) Conduct short research projects that build knowledge about a topic.

CCSS.ELA-Literacy.W.4.7 (fourth) Conduct short research projects that build through investigation of different aspects of a topic.

CCSS.ELA-Literacy.W.5.7 (fifth) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CCSS.ELA-Literacy.W.3.8 (third) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### **Next Generation Science Standards (NGSS):**

#### **Disciplinary Core Idea Progression:**

*Earth Space Science Progression (ESS3.C): Societal activities have had major effects on the land, ocean, atmosphere, and even outer space. Societal activities can also help protect Earth’s resources and environments.*

**What we can *all* do to protect wetlands? Here are six suggestions to get you started. You come up with four more and then use the pledge sheet (below) to commit to three (with conviction).**

- 1. Don't litter. Pick up trash and recycle.**
- 2. If your car is leaking oil or other car fluids, get it fixed!**
- 3. Don't use pesticides or insecticides in your garden.**
- 4. Buy local, organic produce.**
- 5. Use mulch instead of fertilizer.**
- 6. Volunteer on a wetland restoration project with a local environmental organization.**
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## **Take Action: Protect the Wetlands!**

*I pledge to protect the wetlands by committing to do the following:*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**What we can *all* do to protect oceans? Here are six suggestions to get you started. You come up with four more and then use the pledge sheet (below) to commit to three (with conviction).**

- 1. Conserve water: take shorter showers; use a permanent water bottle; don't use water to clean your drive-way; plant an arid garden, etc.**
- 2. Don't use pesticides and insecticides in your garden.**
- 3. Don't use plastic bags; use your own permanent bags when grocery shopping.**
- 4. If you eat fish, choose sustainable fish from the Monterey Bay Aquarium Seafood Watch Program.**
- 5. Go on beach clean ups with your family and friends. Use one bag to collect trash and another bag to collect recyclables.**
- 6. Don't release helium balloons into the sky. They often wind up in the ocean and turtles mistaken them for jellyfish and die from consuming them.**
- 7. \_\_\_\_\_**
- 8. \_\_\_\_\_**
- 9. \_\_\_\_\_**
- 10. \_\_\_\_\_**

## **Take Action: Protect the Oceans!**

*I pledge to protect the oceans by committing to do the following:*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### **Rating Activity 3**

**Teachers:**

**Teachers rating Activity 3 for effectiveness in helping students learn \_\_\_\_\_**

1 not helpful!   2 a little bit helpful   3 helpful   4 very helpful   5 Wow!

**Teachers rating Activity 3 for level of enjoyment \_\_\_\_\_**

1 not fun!   2 a little bit fun   3 fun   4 very fun   5 Wow!

**Students:**

**Students rating Activity 3 for helping you learn \_\_\_\_\_**

1 not helpful!   2 a little bit helpful   3 helpful   4 very helpful   5 Wow!

**Students rating Activity 3 for level of enjoyment \_\_\_\_\_**

1 not fun!   2 a little bit fun   3 fun   4 very fun   5 Wow!