

SEEDS Foundation
(Created by L. Willet)
Lesson 2
Blueprint for Awareness
Grade 3



Purpose: The purpose of this lesson is to get the students in their groups planning unique projects that will exhibit the issue at hand, relating to whatever specific focus they have reserved regarding sustainability and food and relating it to their experiences here at school, and home or within their larger community and province.

Objectives:

1. The groups will create a blueprint or plan of how they will work to display the focus of their research in a creative and eye-catching way, bringing the topic of sustainability and food into the spotlight.
2. In their groups, students will prepare for an informal description of their plan for the class, inviting idea sharing and constructive criticism from the group at large.

Pre-Assessment:

Students are familiar with planning how they will construct their learning in a way that it will functionally demonstrate to an audience. In order for them to be successful, it will help to give examples of what good work looks like, and in constructing a rubric towards this aim. Students typically are able to generate creative ideas if engaged, but may need coaching in how best to get their ideas across in a way that is accessible to the public (in this case the school and their families).

Set induction:

1. Show the YouTube video, “Back to the Start” to encourage further thought and conversation and discuss:
<http://www.youtube.com/watch?v=aMfSGt6rHos>

Procedure:

1. Discuss the YouTube video with the class, talking about what happened in the clip, and recording students’ observations, ideas, questions and queries.
2. Either bring up saved Smart Board file or photo of categorized interest areas from the last class. Discuss and explain the importance of bringing this information and learning to our school community in order to influence larger change in our larger community. Discuss and ask the class how we might best be able to do this, through an exhibition of our learning for the school and our families. Some questions you might ask to get the students’ creative juices flowing are, “What ways can we create the most impact and

- the widest reach through our project?” “How can we make this issue visible and engaging for our audience in order to influence their willingness to think critically about sustainability and food?” “How can we make a difference through our learning on the community?”
3. Discuss mediums for possible projects. Although this series of lessons is a part of Seeds Foundation ‘It’s Write for Communities’ challenge, Seeds encourages any number of ways for the students to represent their learning as seen in the attachment “Suggestions for Representing Learning “. In this thread, students may feel that they can have the most impact by exhibiting their learning through a more interactive form rather than a written piece. Some noteworthy examples could include: a commercial or dramatization produced live or filmed using iMovie or a similar recording tool, a factory farm animal’s diary or adventures, artwork or physical construction, food experiments, detailed food timeline using illustrations along with blurbs, detailed cultural comparison project, and many more!
 4. Have the students get into their groups to discuss, plan, and create a blueprint for their project using firm pieces of cardboard paper and pencils, markers etc. This can be done in written planning, illustrations or any other way that best suits the group’s plan. Students should have access to the centres of the previous lesson if necessary (computer lab or classroom computer, library and other sources). The planning should take some time (30-45 minutes).
 5. Have the class come together in order for each group to discuss their plan with the larger group, and allowing for the sharing of ideas and constructive criticism. Discuss the notion that this is a process, and that their blueprint should be evolving as they learn new things throughout this unit.
 6. Allow the groups to meet again to incorporate relevant ideas and any changes into their plan. Ensure that each group has a well-defined list of what materials they will need in order to do their projects outlined in their blueprint.

Conclusion: Once again pose the question, “How might we shrink our food footprint?” to the class. Relay to the class that the purpose of our projects is to raise awareness about sustainability, and to influence our friends and families to think more critically about what we put in our bodies, and the food footprints we create in doing so.

Materials: Large pieces of firm cardboard paper for group blueprints, pencils, markers and any other needed materials for construction of blueprints. Camera to document this process, Smart board or projector to show the ‘Back to the Start’ clip, and categorization file or photo from the previous lesson. Library, computer lab/class computer and other source availability.

Assessment:

1. Each group plan should be detailed and complete in the plan of how to approach this project. A rubric should be created both for what a good plan, and correspondingly what a good project, should entail.
2. Formative assessment throughout this process, along with photo and anecdotal documentation will aid in assessment
3. Group and student participation should follow in the thread of last lessons discussion regarding successful communities of learning and teamwork

Link for Seeds Foundation suggestions to represent learning:

<http://www.seedsfoundation.ca/files/file/Suggestions%20forRepresenting%20Learning2.pdf>

Link for YouTube video 'Back to the Start':

<http://www.youtube.com/watch?v=aMfSGt6rHos>