Earth Day, Every Day: Can You Make a Difference?

By

Robin Rogers, EPI0003 Technology

Introduction:

Can you make a difference to the world around you?

You bet you can! By learning how what we do every day affects our environment, we can see how small changes in our lifestyle can make a big difference to our community, and in turn to our planet.

It's easy! With just a click of the mouse, you will have all sorts of useful information at your fingertips: Where does all that stuff go that we put in the recycle bins? What happens if it just goes in the trash? We hear a lot about global warming, what is it? Why should I care about

Make a difference? Yes you can!
Standards:

(SC.D.2.2) Science: Processes that shape the Earth

(SC.G.1.2) Science: How living things interact with their environment

(SC.H.3.2) Science: The student understands that science, technology, and society are interwoven

(SS.B.2.2) Social Studies: The student understands the interactions of people and the physical environment

Earth Day, Every Day!
We have a lot to learn about protecting Mother Earth, so let’s get started!

You will have four tasks to complete during this WebQuest. They are fun and easy to do, and best of all, you will be learning interesting information that you can share with the class and your friends and family.

Task #1:

Not everyone recycles or conserves. Can you believe it? Work with a partner from your Earth Day group to research the statistics of what happens when we don't recycle and conserve our natural resources. List 2 things I should know from each category found, that might persuade me to start recycling and conserving.

Task #2:

Global warming sounds mysterious, doesn’t it? Let's take the mystery out of the words by finding key information through an Earth Day Treasure Hunt.

Task #3:

It's time to learn about the recycling process. You and your partner will work together to create a flow chart for the recycling process.

Task #4:

Time to show what you know! You and your partner will reunite with the rest of your Earth Day team to create an exciting presentation that you will present to the rest of the class at the end of our lesson. You may pick any topic that we have covered in our Earth Day Every Day research.
### Evaluation:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness</td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td>Collaboration with Peers</td>
<td>Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.</td>
<td>Usually listens to, shares with, and supports the efforts of others in the group. Does not cause &quot;waves&quot; in the group.</td>
<td>Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.</td>
<td>Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.</td>
</tr>
<tr>
<td>Content</td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.</td>
<td>Very little use of facial expressions or body language. Did not generate much interest in topic being presented.</td>
</tr>
<tr>
<td>Speaks Clearly</td>
<td>Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.</td>
<td>Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.</td>
<td>Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.</td>
<td>Often mumbles or cannot be understood OR mispronounces more than one word.</td>
</tr>
<tr>
<td>Posture and Eye Contact</td>
<td>Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.</td>
<td>Stands up straight and establishes eye contact with everyone in the room during the presentation.</td>
<td>Sometimes stands up straight and establishes eye contact.</td>
<td>Slouches and/or does not look at people during the presentation.</td>
</tr>
</tbody>
</table>
Recycling & Conserving?

Many people don't even think about it. They buzz through their day, consuming what products they need, and then throwing them in the garbage. What if we could get them to stop and think about it?

Reuse & rethink how we are conducting daily activities. What are we doing now that is damaging our fragile ecosystem? What can we do differently to affect the outcome?

In this task, there are three different websites you can use to gather information:

www.cleansweepusa.org

"Waste Watchers" and "Compost Office"

www.oberlin.edu/recycle/facts.html

www.resourcefulschools.org/facts.html

Convince me that it is time for me to make a change. Create a persuasive list of facts that will encourage me to start rethinking what goes in the trash. Can I reuse it? If not, can it be recycled or composted?

- List two facts from each category: Water, Energy, Paper, Metal, Glass, Plastic
- Tell me 5 items that I can start reusing today
- Tell me 5 items that I can start recycling today
- Tell me 5 things that I can use to start a compost pile today

Getting a Grip on Global Warming!

Wow! It's getting hot out here! The EPA (Environmental Protection Agency) estimates that our temperatures are getting warmer by one degree every century. That may not sound like a lot to you, but over the course of time that can really add up and greatly influence our environment.

In fact, let's see what it's all about right now.
The EPA has a fabulous website that you will use for this task. By accessing this site, it will take you through answers to climate change, how it affects the weather, the greenhouse effect, and how you can make a difference.

Everyone loves a good Scavenger Hunt, right? Well, this one will answer all your questions about Global Warming. You will work on this task independently. Grab your Scavenger Hunt checklist and find the items mentioned on the page.

http://epa.gov/climatechange/kids/cc.html

**Recycling Roundup!**

Okay, so you know the items to recycle, and you've put them in the bin. Now what? We know they don't go to the landfill, but where exactly do they go? It's time to find out!

Grab your Earth Day partner and hit the World Wide Web. In this portion of the WebQuest, you will learn about the process that old papers, aluminum and plastics go through to become their new counterparts. Once you get through the sites, you will work together to create a flowchart indicating the steps in the recycling process.

www.cleansweepusa.org

"Recycling Rules"

www.chevroncars.com/learn/wonderous-world/recycling-process

**Show What You Know!**

Now is the time to show the class all that you have learned about protecting your environment. Reunite with your Earth Day group for this final assignment. Select a form of expression that you all agree with and are comfortable presenting. It may be a skit, a song, a PowerPoint, etc. Everyone in the group must be a part of the preparation and have an active role in the presentation. What excited you about this past week? Pick that as your subject and go!
Conclusion:

Each and every day we interact with our environment. The actions that we take, or don’t take, will go a long way in helping to protect our community and, in turn, our planet. Earth Day is obviously one important day in the year to pay attention to our choices. Yet, I think we have all learned this week that Every Day is Earth Day if we just put our minds to it.