



Preview - Information



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Google Slides Lessons Preview





Saskatchewan Social Studies Resources & Wealth – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

WHAT IS A RESOURCE?

LEARNING GOAL

We are learning to **identify natural and human resources** so we can understand how they help us.



SORT THE TYPES OF RESOURCES

Look at each picture. Decide what type of resource it shows. Place each picture in the correct box.

Natural Resource	Human Resource	Manufactured Resource



Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION – TURN AND TALK

Turn to a partner and answer these questions:

- 1) Think of one natural resource people use every day. How does it help us live, learn, or play?
- 2) Think of one manufactured resource made by people. What natural resource might it come from?

Share one idea from your discussion with the class.







Saskatchewan Social Studies Resources & Wealth - Grade 2

THE ROLE OF TREES - MISSING WORD CHALLENGE

Drag and drop the correct words from the list into the blank spaces.

1) Trees help clean the _____ we breathe.	
2) Birds and squirrels use trees as their _____.	
3) Trees give people cool _____ on sunny days.	
4) Planting more trees helps our _____ stay cleaner.	
5) Trees need water, sunlight, and good _____ to grow.	
6) People can help trees by _____ for them.	

Word Bank: homes, community, caring, shade, soil, air



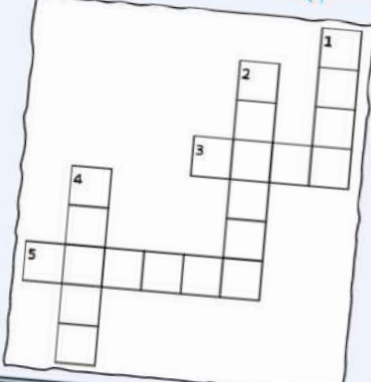
CLEAN WATER

Complete the crossword using words from the word bank.

Clues:

- Word 1: These living things can get sick if water is dirty.
- Word 2: These living things need clean water to become food.
- Word 3: Clean water helps us do this to our clothes and homes.
- Word 4: We need clean water to do this and stay healthy.
- Word 5: Water sources in Canada include these flowing waters.

Word Bank	Clean	Drink	Fresh	Dirty	Fish
	Plants	Healthy	Rivers	Sources	Wash



HOW PEOPLE SEE THE WORLD

Use the word bank to complete the short paragraph below.

People can see _____ in different ways. Some people use nature to build homes, roads, and _____. Indigenous people often see trees, water, animals, and the land as _____. They believe nature should be treated with _____. People can use what they need, but they should not _____ resources. Both views help us understand how people think about the _____ around them.

Word Bank: farms, waste, respect, friends, nature, world



Saskatchewan Social Studies Resources & Wealth – Grade 2

ENVIRONMENTAL FOOTPRINT – WORD SEARCH

Find the words hidden in the puzzle. They are all about helping our community, animals, air, water, and land.

Garbage	Water
Air	Animals
Clean	Land
Walk	Save
Recycle	Footprint

LANDWIKNCLEAN
 INJMKEORCRPOKA
 FOOTPRINTTEGMAC
 YSOCPZEFPCAITP
 KAAANIMALSYRFWK
 IVARJUXETCBVAL
 WEIEVHWHALAMLO
 WACQGPUDIIEGGKT
 WATERRKDRNERFP

GLOBAL WAREHOUSE TRUE OR FALSE ACTIVITY

Check **True** Or **False** For Each Statement Based On What You Learned.

Statement	True/False
1) It does not matter where our toys come from.	
2) Our shopping choices never affect nature.	
3) Fair toys are made by workers treated fairly.	
4) Clothes should always be thrown away quickly.	
5) Buying choices can affect people far away.	

True False

Reuse
 Recycle
 Donate



Workbook Preview



Grade 2 – Social Studies Unit
Resources and Wealth

	Outcomes	Pages
RW	Describe ways in which the local	
RW		
RW2.3	Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.	45-91

**Preview of 60 pages from
this product that contains
123 pages total.**

NAME: _____

RESOURCES AND WEALTH

PREVIEW



Newspaper Article: What is a Resource?

What is a Resource? Learning About Our World

Publish Date: March 31, 2024

Have you ever wondered what a resource is? It is something we use to help us. Water, trees, and people who work are everywhere, and they help us get what we need and want, like food, homes, and learning new things.

There are three kinds of resources: natural, human, and manufactured. Natural resources come from the earth, like water, air, and wood from trees. They are very important because they help us breathe, drink, and build houses.

Human resources are people who do jobs that help us, like doctors, teachers, and farmers. They use their skills to help us learn, stay healthy, and eat yummy food.

Manufactured resources are things made by people using other resources. For example, a pencil is made from wood (a natural resource) and is used for writing in school.



Mr. Lee, a natural resource expert, says, "Natural resources come from the earth. We need to take care of them so we can have clean air and water."

Emily, a teacher, uses chalk to write on the blackboard. Chalk is a manufactured resource made from natural things.

So, resources are very important for us to live, learn, and play. We use different kinds of resources every day to make our lives better.

True or False

Is the statement true or false

1) Doctors are a manufactured resource.	True	False
2) Air is a natural resource.	True	False
3) We don't need resources to learn.	True	False
4) Water is not a resource.	True	False
5) All resources come from trees.	True	False

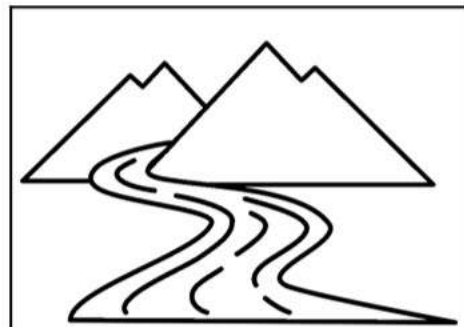
Question

What is a resource?

PREVIEW

Colour

Colour the sou



Natural



Human



Manufactured

Making Connections

Draw a line from the term to its meaning

**Natural
Resource**

 A resource that is a person

**Human
Resource**

 A resource that has been made by people using other resources

**Manufactured
Resource**

 A resource that comes from the earth

Story: Adventures in Hero Town

In a bright and bustling town called Maplewood, there lived a young girl named Emma. Emma was curious and loved learning about the heroes in her town.

One sunny day, Emma met a firefighter named Mr. Blaze. He was tall, with a shiny red helmet and a smile as big as his fire truck. Mr. Blaze told Emma that there were over 200,000 firefighters in Canada like him, saving lives and teaching kids. Emma had a crush of admiration for these heroes.



Next, Emma skipped her way to school to meet Mrs. Green, her teacher. Mrs. Green had a magical way of making numbers and letters come to life. She shared with Emma that in Canada, there are 439 schools, each shaping the future of kids like her. Emma's eyes sparkled with pride for teachers who made learning an adventure.

Lastly, Emma's journey led her to Mr. Sweet's bakery, a cozy little shop filled with the aroma of freshly baked cookies. Mr. Sweet, a kind small business owner, explained how his shop and others like it create jobs and help the town thrive. Emma learned that supporting local businesses like Mr. Sweet's bakery made her a hero too!

Through her encounters, Emma discovered that heroes come in many forms. Whether they're fighting fires, teaching children, or baking the world's best cookies, they all contribute to making Maplewood a wonderful place to live.

True or False

Is the statement true or false

1) There are over 200,000 firefighters in Canada.	True	False
2) Teachers make learning fun.	True	False
3) Buying from local shops supports our town.	True	False
4) Small business owners help the town grow.	True	False
5) Firefighters wear blue helmets.	True	False

Question: What would happen if there were no firefighters?

Colour

Colour our heroes below



Firefighter



Teacher



Baker

Activity – Community Resource Pictionary

Objective

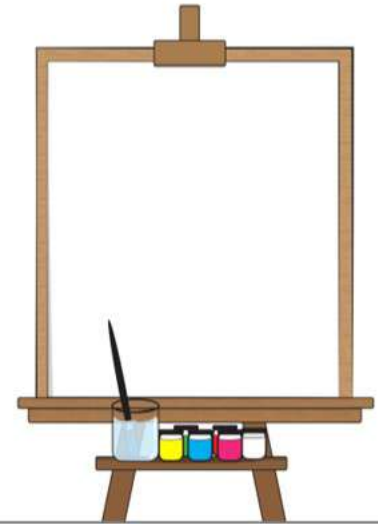
What are we learning about?

To help students learn about different community resources and understand how these resources fulfill the needs and wants of the community.

Materials

What you will need for the activity.

- Cards with community resource words (like water, parks, schools, etc.)
- Cards with community resource words (like water, parks, schools, etc.)



Instructions

How you will complete the activity

1. Split the class into two teams, standing by rows of desks.
2. Have one student from Team A come up and pick a card. They should keep the card a secret from everyone else.
3. The student then draws what's on the card on the board or a piece of paper.
4. Start a timer for 2 minutes. During this time, Team A guesses the word being drawn.
5. If Team A guesses the drawing correctly before the timer goes off, they earn a point.
6. Next, it's Team B's turn. A student from Team B picks a card and draws, while their team guesses.
7. Alternate turns between the two teams, letting different students draw each time.
8. Continue the game until all the cards have been used. Keep track of points for each team.
9. At the end, count up the points. The team with the most points is the winner of Community Resource Pictionary!

Name: _____

11

Pictionary Topics

Cut out the topics below

Pictionary Cards

Playground

Library

Fire Station

Police Car

School Bus

Hospital

Zoo

Swimming Pool

Grocery Store

Dentist

Bakery

Post Office

Ambulance

Traffic Light

Fountain

Recycling Bin

Museum

Bank

Pet Store

Restaurant

Ice Cream Truck

Bus Stop

Garden

Water Tower

Bicycle Lane

Farmer's Market

PREVIEW

Reflection

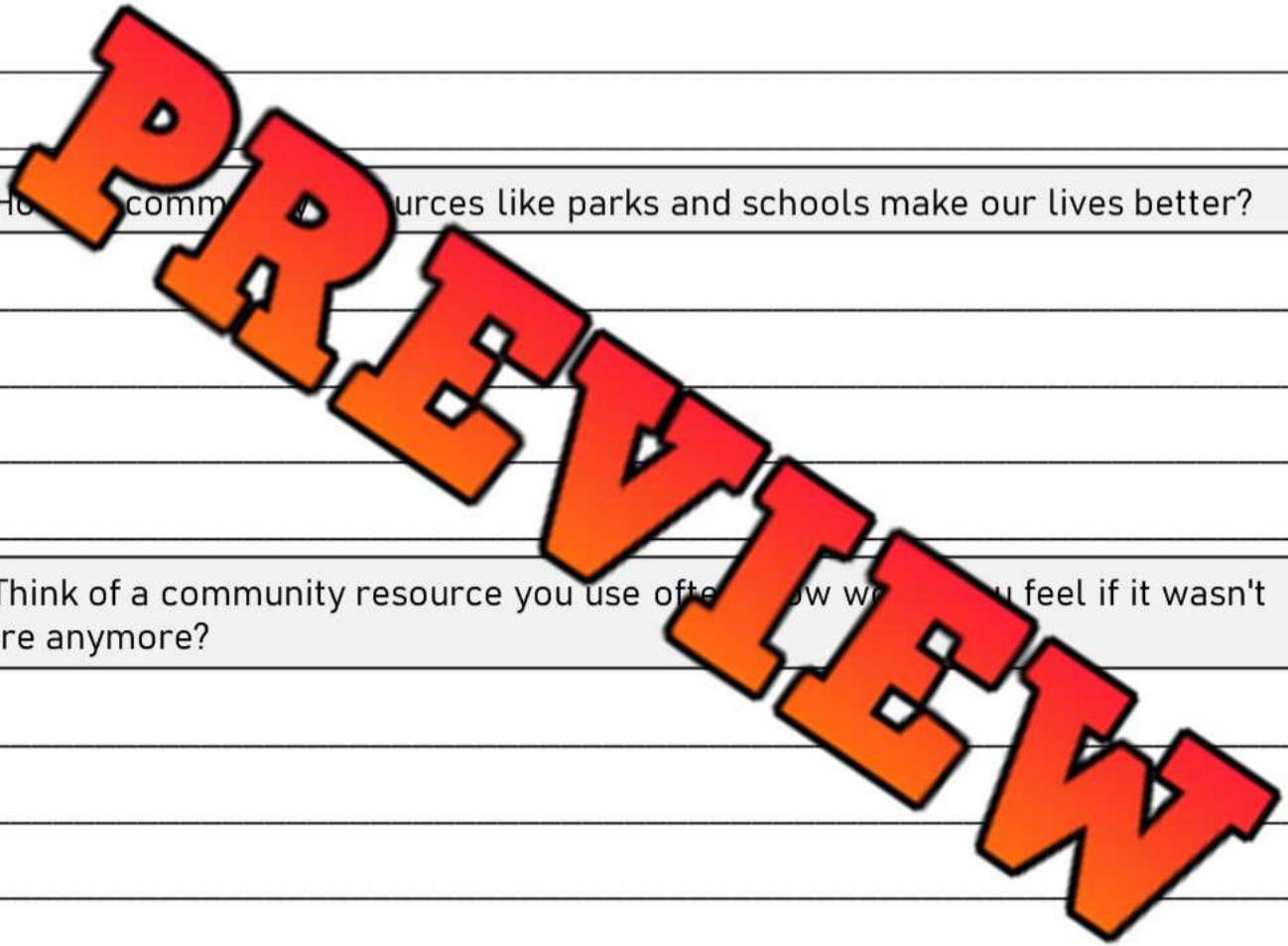
Answer the questions below.

1) What is a community resource you learned about today, and how does it help people in our community?

2) How do community resources like parks and schools make our lives better?

3) Think of a community resource you use often. How would you feel if it wasn't there anymore?

4) If you could create a new community resource, what would it be and why do you think it would be helpful?



Our Community's Natural Wonders

Our Community's Treasures

Saskatchewan is full of natural treasures that we use and enjoy every day. From **parks** that offer us places to play and relax, to **lakes** that provide water and fun, our province is rich with **natural resources**.

Parks for All

Parks are great places where we can run, play, and explore. They are like outdoor playgrounds where families can gather, children can make friends, and everyone can enjoy fresh air. There are many different kinds of parks in our community.

Park is a wonderful spot where you can see beautiful flowers, play on the swings, and even watch squirrels scampering around!



PARK

Lakes for Life

Lakes are important as they supply us with drinking water, support irrigating crops, and offer spots for swimming and fishing. **Lake Waskesiu**, located in **Prince Albert National Park**, is a well-known lake in Saskatchewan. It's a place where families can go boating, fishing, and enjoy the beauty of nature.



LAKE WASKESIU

These **natural resources** are gifts to our community, helping us meet our needs and enjoy our beautiful Saskatchewan.

True or False

Is the statement true or false

1. Victoria Park is located in Regina.	True	False
2. Parks are like big outdoor play areas.	True	False
3. Boating is popular on Lake Waskesiu.	True	False
4. Lakes can water the crops on farms.	True	False
5. Lakes are not safe for swimming.	True	False

Fill In

Fill the blanks using the words from the word bank below

Parks

Victoria

Lakes

Waskesiu

1) _____ offer us places to play and _____ provide water and fun.

2) Lake _____ is a well-known lake in Saskatchewan.

Draw

Draw your favourite park. Include any features you see in a park – lakes, mountains, hills, etc.

Fact or Fiction – Community Resources Edition

Objective

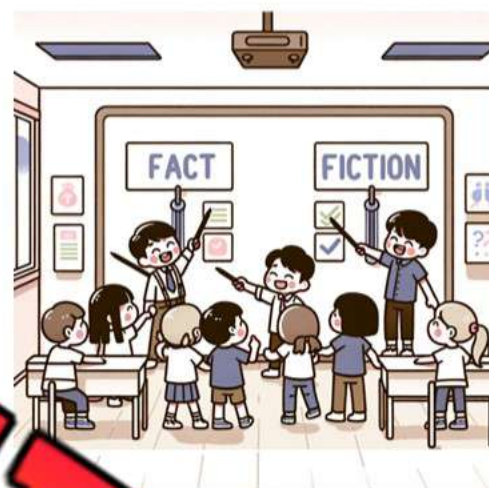
What are we learning about?

To help students understand what community resources are and how they meet our needs and wants through a fun and interactive game.

Materials

What you will need for the activity.

- Fact or Fiction statements
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the room to place the 'Fact' and 'Fiction' signs, allowing students to move to either side



Instructions

How you will complete the activity.

1. Your teacher will read statements from cards. Listen attentively as each statement is shared.
2. Consider carefully whether you think the statement is true or false.
3. If you decide the statement is true, walk to the 'Fact' side of the room.
4. If your guess is that it's not true, move to the 'Fiction' side of the room.
5. Stay on your chosen side and listen attentively for the correct answer to be revealed.
6. When the right answer is announced, return to your seat, ready for the next round.
7. Have fun getting up and moving!

Fact or Fiction

Read the statements to the class

#	Statement	Fact or Fiction
1	You can borrow toys from the community center.	Fact
2	A library only has books, no movies or games.	Fiction
3	Firefighters only fight fires, they don't help in other emergencies.	Fiction
4	Police officers help people find their way when they are lost.	Fact
5	You can check out a puppy to take home at the library.	Fiction
6	Hospitals only help people with serious injuries.	Fiction
7	The post office helps send letters to friends in other countries.	Fact
8	Schools are one of the best places to learn to read.	Fiction
9	Buses are a type of community resource that helps people travel.	Fact
10	You need to pay to play at the public park.	Fiction
11	The mayor is in charge of making sure community resources are available.	Fact
12	You can borrow a telescope from some libraries.	Fact
13	All books in the library are free to take home forever.	Fiction
14	Dentists are not considered a community resource.	Fiction
15	Recycling centers help turn trash into new things.	Fact
16	Only adults can use community resources like the police or fire department.	Fiction
17	Community gardens are places where you can grow your own fruits and vegetables.	Fact
18	Zoos are not a community resource.	Fiction
19	Ambulances only help people who are sick, not those who are injured.	Fiction
20	Libraries offer story times and other fun activities for kids.	Fact

Water is Life

Why We Need Clean Water

Water is very important for all living things. We need **clean water** to drink, to stay clean, and to grow our food. Animals and plants need clean water too.

Where We Get Our Water

In Canada, we get water from **lakes, rivers**, and underground sources called **aquifers**. We should keep these **water sources** clean so everyone can have fresh water.

Why Keeping Water Clean is Important

- **Drinking:** We need clean water to drink so we can stay healthy.
- **Washing:** Clean water helps us stay clean, wash our clothes, and clean our homes.
- **Plants:** Our gardens and farms need clean water to grow fruits and vegetables.
- **Animals:** Fish and other animals live in water. If the water is dirty, they can get sick.

Helping Our Water Stay Clean

- Don't throw trash in water.
- Use less water to save it.
- Tell adults if you see water pollution.



By keeping **water clean**, we ensure that animals, plants, and people stay **healthy**. It's crucial for our well-being, whether we're drinking water or using it to bathe and clean. When we **save water** and avoid **polluting** it, we protect our rivers and lakes, making sure they're safe and clean for everyone to use.

Question

Why is keeping our water clean important?

Visualizing

How did you picture what you were reading and explain it.

True or False

Is the statement true or false

1) Fish can live in polluted water.	True	False
2) It's okay to waste water because we have lots of it.	True	False
3) Only humans need clean water to survive.	True	False
4) We drink water from underground aquifers.	True	False
5) Pollution doesn't affect water quality.	True	False

Newspaper Article: Traditional Indigenous Worldviews

How First Nations People Care for Our Earth

Publish Date: March 31, 2024

In Saskatchewan, the First Nations people have always known how to take good care of our earth. They believe that everything on earth is important and deserves respect. Trees, mountains, rivers, and even the air we breathe are all special.

Elder Mary White, a respected First Nations teacher, says, "We see the land as a big family. Just like we take care of our brothers and sisters, we must take care of the land." She teaches kids that when we respect the earth, it takes care of us back, giving us food, water, and a home.

In Saskatchewan, the First Nations communities show their respect by not wasting resources. They use what they need from the land but always make

sure there's enough left for others. For example, when they fish, they only catch what they will eat. This way, the fish can keep growing and living in the rivers.

A young boy named Alex, who learned fishing from his grandfather, said, "I love fishing, but I know I should only take what I need. This way, the fish will be there for other kids too."



The First Nations people teach us that by loving and caring for our earth, we make sure it's a happy place for everyone.

Visualizing

Draw what you were picturing while you were reading and explain it.

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Word Scramble

Scramble the words from the word bank

Word Bank			
Nature	Environment	Fishing	
Elder	Respect	River	
Land	Conservation	Stewardship	

EVNOIRENTNM		ENUA	
SAISIAYULTINBT		FHGINIS	
RECREUSO		RTPESEC	

True or False

Is the statement true or false

1) We can use all the water we want.	True	False
2) Taking care of nature is important for us.	True	False
3) Plants and animals are part of nature.	True	False
4) First Nations see land as a family.	True	False
5) Catching too many fish is okay.	True	False

Newspaper Article: Nature and Us

Settlers and Indigenous Views on Nature

Publish Date: March 31, 2024

European and Indigenous communities had different ideas about nature. Settlers believed they should use nature to build things and make life better. They built houses and shops using trees and land. They believed in changing nature to help people live comfortably.

Dr. Emily Martin, a nature expert, says, "In Europe, there's a strong belief in using nature to make new things and help our communities grow."

But Indigenous people see nature differently. They believe in living with nature, not changing it. They think of trees, water, and animals as friends. They use what they need but make sure nature stays healthy and happy.

John Whitehorse, an Indigenous leader,

shares, "We see ourselves as part of nature. We take care of it because it takes care of us."

Today, many non-Indigenous people count how much they can make from nature. They look at trees and think of houses or paper. Indigenous people count how many animals live in the forest or how clean the water is. They think of nature as their home, not just a place to get resources.



So, there are two main views. One is about using nature, and the other is about living together with it. Both ways show how people think about the world around them.

Question

How did Indigenous people and settlers see nature differently?

True or False

Write the statement true or false

1) Non-Indigenous people built things using nature.	True	False
2) Indigenous people saw nature as a tool.	True	False
3) We can't live without changing nature.	True	False
4) Building more helps the environment.	True	False
5) Rivers are important to Indigenous views.	True	False

Draw

Draw a picture showing one person cutting down a tree and another person planting a new tree.

A person cutting down a tree	A person planting a new tree

Story: The Adventure of Lily and the Land

In a lively village, there was a Métis girl named Lily who loved exploring the outdoors. Her Grandmother, Mémé, shared stories about their special bond with the earth. "This land is like our family," Mémé would say, teaching Lily to view nature as a cherished relative.

Together, they embarked on a journey, discovering the land's secrets. Mémé taught Lily to listen to the whispers of the wind and the river's melodies. They observed the land, learning about each plant and animal they encountered.

Mémé explained the importance of respect for the land, emphasizing balance. "When we pick berries or catch fish, we do it with thanks, taking only what we need," she said. They watched a beaver build a dam, learning how every creature contributes to the balance of nature.

That night, under a starlit sky, Lily felt deeply connected to the land. She understood that everything in nature is interlinked, reflecting her own Métis heritage. She vowed to honor and protect the land, embracing her ancestors' legacy of living in harmony with the environment, and passing on these lessons to others.

As the stars twinkled above, Mémé shared an old Métis saying, "Just like stars, every part of the land is connected in a special pattern." Lily promised to remember every story and every lesson, eager to share the wisdom of living with love for the land.



Question

Answer the questions below

1) How do Lily and Mémé show thanks to nature?

2) Why is _____ important when using nature's gifts?

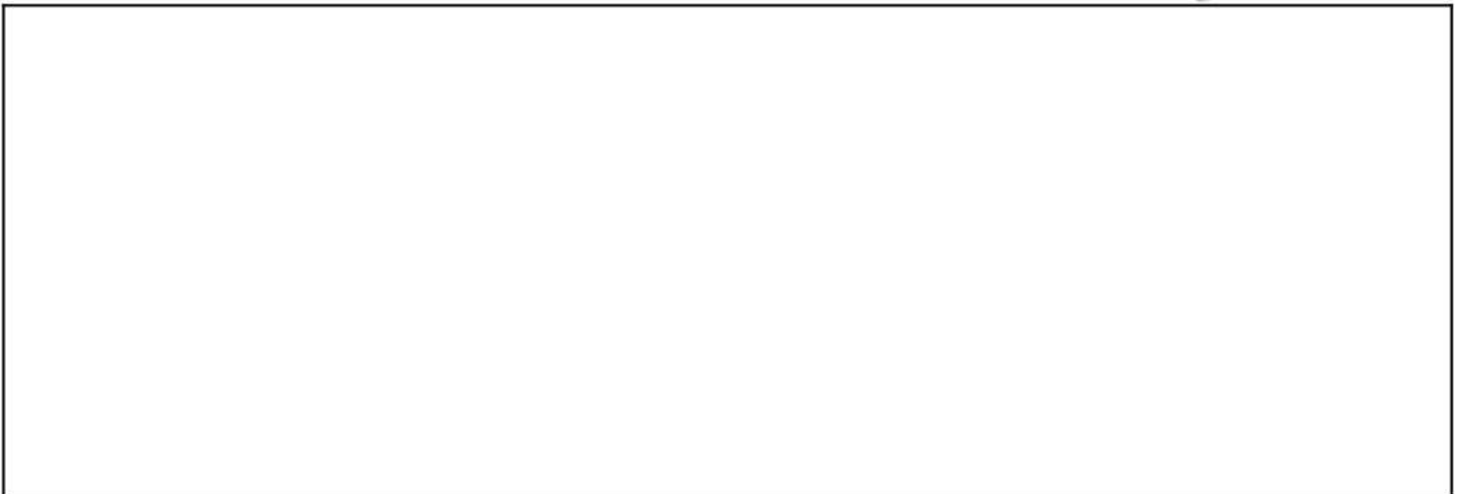
True or False

Write 'true' or 'false'

1) Plants should be picked without care.	True	False
2) Animals can teach us nature's secrets.	True	False
3) Clean water is not important to the land.	True	False
4) We should only take what we need from nature.	True	False
5) Lily promises to protect the land.	True	False

Draw

Draw a scene from the story



Blog Post: Balancing Acts

Balancing Acts: How We Take Care of Nature

Date: March 31, 2024

Author: By: Daniel Moore

3-minute read

Today, we're talking about how different people in Saskatchewan take care of our beautiful planet. Imagine nature as a big, lovely garden where we all play and live!

First, we look at Indigenous peoples. They believe Mother Earth is very special and should be treated with great care. They use only what they need from nature and always "give back" by taking good care of the land. For example, they protect our forests and make sure everything stays happy and healthy.

Next, Métis communities also have a unique way of looking after nature. They mix their special skills with what they learned from Europeans to keep the land safe. They're like the best of both worlds, finding smart ways to live with the earth without hurting it.

Lastly, Europeans brought technology that helped them when they came to Saskatchewan. They use machines and build lots of things. Sometimes this can be hard on nature, but many are learning to be better friends with the earth by planting trees and cleaning rivers.

Till I see you again,
Daniel Moore

Comments:



Nicholas - March 31, 2024

Wow, I didn't know there were so many ways to take care of nature! I love how Indigenous people are so kind to the earth.

Like Reply 1d ago



Susan - April 1, 2024

I agree it's important to be kind to nature, Nicholas! But, we also need to remember that using technology and building things can be good too. We just need to find a balance and learn from each other to keep our planet happy.

Like Reply 4h ago

True or False

Is the statement true or false

1. Métis traditions are just like European ones.	True	False
2. Indigenous people say "thank you" to the earth.	True	False
3. Technology can be hard on nature.	True	False
4. Métis people combine different ways of caring for nature.	True	False
5. All groups protect nature in the same way.	True	False

Question: How do Indigenous people show respect to nature?

PREVIEW

Word Search

Find the words in the wordsearch.

Indigenous	Métis
European	Nature
Protect	Rivers
Balance	Technology
Machines	Planting
Harmony	Stewardship

S T E W A R D S H I P M F Q K
 U Z A É V W P H X N L É T T B
 N W S Z L A S V E A W T C S A
 B Z R K F X É A É T N I E R L
 J I N D I G E N O U S S T E A
 X D M K A S O É D R O P O V N
 Q Y Z M E U R O P E A N R I C
 E T E C H N O L O G Y A P R E
 M A C H I N E S H A R M O N Y
 J O É O P L A N T I N G O P N

Activity – Balance and Harmony Trees

Objective

What are we learning about?

To help students understand the concept of environmental balance and how different practices and ideas from various cultures contribute to this balance by creating a "Balance and Harmony Tree."

Materials

What you will need for the activity.

- A large poster board or butcher paper
- Construction paper (green for leaves and other colours for decorations)
- Scissors and glue
- Markers or crayons



Instructions

How you will complete the activity.

1. Begin with a discussion about what environmental balance means and how different cultures contribute to this balance with their unique practices and beliefs.
2. On the large poster board or butcher paper, draw and cut out a sturdy trunk and wide branches. This will be the class's shared tree.
3. Invite each student to think of one idea or practice that helps the environment, drawing inspiration from various cultural perspectives or their own ideas.
4. Provide green construction paper for the students to cut out leaves. On each leaf, they'll write or draw their chosen environmental practice or idea.
5. Have the students come up one by one to glue their leaves onto the tree's branches, explaining their choices to the class as they do so.
6. Once all the leaves are attached, display the tree prominently in the classroom to remind students of their commitment to environmental balance and harmony.

Name: _____

Planning

Answer the questions below.

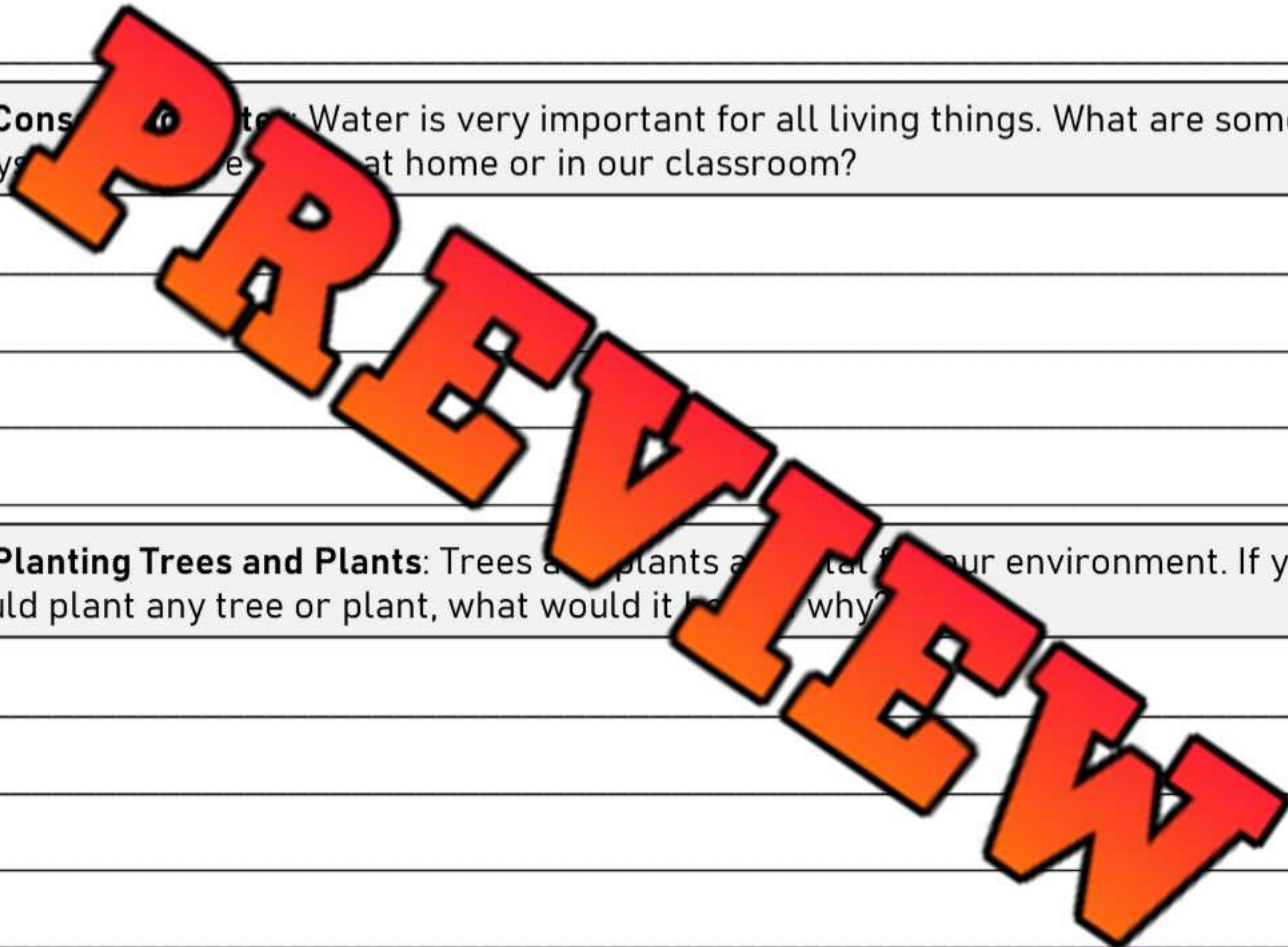
1) **Recycling:** Think about the things we throw away. How can we reuse or recycle some of them instead of throwing them away?

2) **Conservation:** Water is very important for all living things. What are some ways we can conserve water at home or in our classroom?

3) **Planting Trees and Plants:** Trees and plants are important for our environment. If you could plant any tree or plant, what would it be and why?

4) Choose one and write or draw your chosen environmental practice or idea.

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Reflection

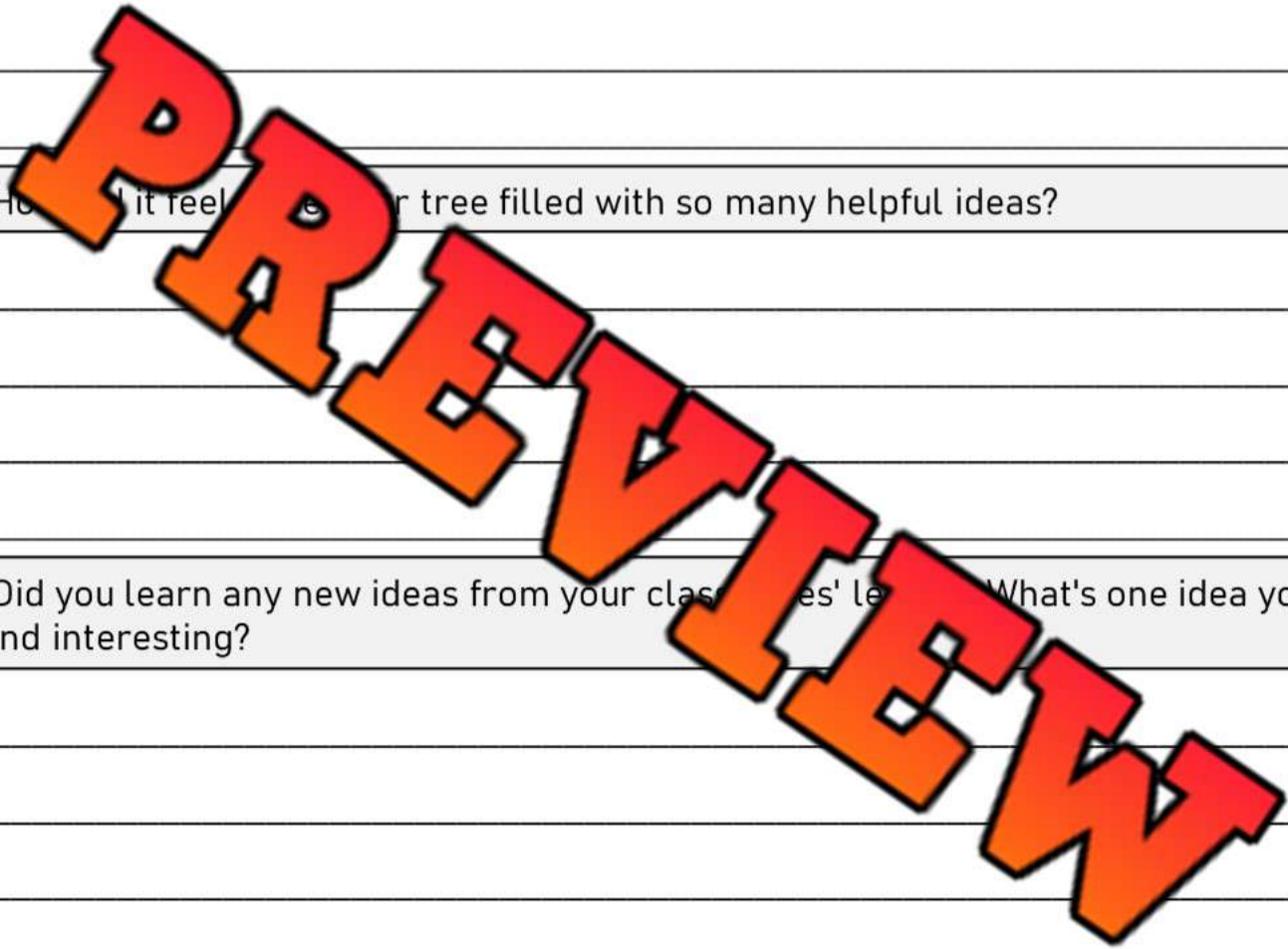
Answer the questions below.

1) What did you decide to write on your leaf, and why do you think it's important for helping our environment?

2) How did it feel to see your tree filled with so many helpful ideas?

3) Did you learn any new ideas from your classmates' leaves? What's one idea you found interesting?

4) Why do you think it's important for everyone to work together to take care of our Earth?



Story: A Day of Nature Celebrations

In the heart of Saskatchewan, there lived three friends: Mia, Ben, and Ava. One sunny morning, they gathered at the edge of the forest, excited about the day ahead. Mia, who was Cree, wore a colourful ribbon skirt, symbolizing Earth's beauty. Ben, who was Métis, wore a sash around his waist, representing his mixed heritage. Ava, with her Ukrainian roots, wore a vibrant flower crown atop her head, symbolizing her love for nature.



They began their day by planting trees, learning that a single tree can absorb about 22 kilograms of carbon dioxide each year, which helps clean the air. Mia shared how her Cree ancestors would only take what they needed from the land, ensuring it remained plentiful for future generations. Ben talked about the Métis tradition of harvesting berries sustainably, leaving enough for wildlife and other people.

Later, they joined a local Ukrainian festival, where they discovered how Ukrainians use natural materials to make beautiful art, reminding everyone to appreciate and care for our world.

As the sun set, they joined hands, feeling grateful for the lessons they learned about respecting and celebrating our environment through different cultures in Saskatchewan. They promised to always protect and cherish our Earth, just like their ancestors did.

Questions

Answer the questions below

1) Who was in the story? Describe their characters.

Visualizing

Draw what you saw while you were reading and explain it.

True or False

Is the statement true or false

1) Mia's ribbon skirt represents the sky.	True	False
2) Ben's sash shows his connection to the land.	True	False
3) Cree people take only what they need from nature.	True	False
4) Ava's flower crown is made of plastic.	True	False
5) All cultures treat the environment the same way.	True	False

Our Community's Environmental Footprint

What We Do in Our Community

In **Saskatchewan**, we do many things that affect the place where we live, the animals, the rivers, and the ground. Let's talk about how we impact our environment.

How We Harm

- **Recycling:** In our homes, we recycle **paper**, **plastic**, and **glass** to help reduce waste and keep our environment clean.
- **Water Use:** We use water every day at home and in schools. Sometimes, we use more water than we need, which can make less water available for people and plants in our rivers.
- **Transportation:** Cars and buses in Saskatchewan use **gas** that can harm the air and our health. Walking or biking more can help make a difference.
- **Garbage:** Sometimes, trash ends up on the ground instead of in a bin. This can harm animals and plants.



Animals and Plants in Our Area

Animals like **deer**, **birds**, and **fish** live in Saskatchewan. They need clean water, air, and land to stay healthy. When we take care of our environment, we help them too.

Our Actions Matter

Every choice we make can help or harm our environment. When we **recycle**, **save water**, and **keep our air clean**, we make Saskatchewan a better place for everyone.

True or False

Is the statement true or false

1) We recycle to keep our land clean.	True	False
2) Biking is better for the air than driving.	True	False
3) We can waste water at home as long as we pay for it.	True	False
4) Clean rivers are good for fish.	True	False
5) Walking is worse for the environment than cars.	True	False

Choose

check mark beside the correct answer(s) for each question.

<p>1) We make Saskeville a better place when we</p> <p><input type="checkbox"/> Recycle</p> <p><input type="checkbox"/> Keep our air clean</p> <p><input type="checkbox"/> Save water</p>	<p>2) What are some ways we can harm our environment?</p> <p><input type="checkbox"/> Throwing trash on the ground</p> <p><input type="checkbox"/> Using more water than we need</p> <p><input type="checkbox"/> Recycling paper, plastic, and cans</p>
<p>3) What happens if we use a lot of water?</p> <p><input type="checkbox"/> Less water for plants and fish.</p> <p><input type="checkbox"/> The rivers flow faster.</p> <p><input type="checkbox"/> It helps fish grow big.</p>	<p>4) How do cars and buses change our environment?</p> <p><input type="checkbox"/> They make the air dirty.</p> <p><input type="checkbox"/> They use a lot of gas.</p> <p><input type="checkbox"/> They make roads dirty.</p>

Draw

Draw three items you can recycle at home

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Activity – Connecting Choices

Objective

What are we learning about?

To help students visually connect how their choices in Canada impact various countries around the world, focusing on the production of clothes, food, and toys.

Materials

What you will need for the activity.

- Reference sheet (provided)
- Blank world map (one per student)
- Coloured markers (three different colours)
- Stickers or sticky notes
- String or yarn



Instructions

How you will complete the activity.

1. Give each student a blank world map and a reference sheet.
2. Discuss the reference sheet information, emphasizing the countries for clothes, food, and toys.
3. Assign a colour for each category: one for clothes, one for food, and one for toys.
4. Students will colour the countries on the map based on the products they are known for, using the assigned colours. For example, if China is known for clothes and toys, parts of it will be coloured accordingly.
5. After colouring, students will use stickers or sticky notes to mark each country mentioned in the reference sheet.
6. Next, students will draw lines using the same colour codes to connect these countries to Canada, showing the journey of these products to us.
7. Once the maps are complete, facilitate a discussion on how our choices affect these countries, especially in terms of child labour and environmental impact.

Reference Sheet

Our Choices and the World Map

What We Buy and Where It Comes From

- **Clothes:** Many of our clothes are made in countries like **China, Bangladesh, India, and Vietnam**. Sometimes, kids in these places have to work, which isn't fair because they should be playing or learning like you.
- **Food:** Fruits and veggies we eat can come from far away places like the **United States, Mexico, China, and India**. It's important to know that getting food from far away uses a lot of energy and can sometimes hurt our planet.
- **Toys:** Toys come from countries like **China, Mexico, Thailand, and Malaysia**. Making sure the kids like the ones making these toys is really important.

How Our Choices Affect the World

- When we buy things, it can affect plants, animals, and people in other countries.
- Choosing things that are good for the planet helps everyone, no matter where they live.

Fun Facts

- Did you know that a **t-shirt** can travel longer than a trip from your home to Disneyland?
- An **apple** from another country might have taken a longer plane ride than you!

How We Can Help

- We can choose to buy things that are good for the Earth and fair for people who make them.
- We can learn about where our stuff comes from and tell others about it too!



Name: _____

Handout

Use this map for connecting choices activity



Reflection

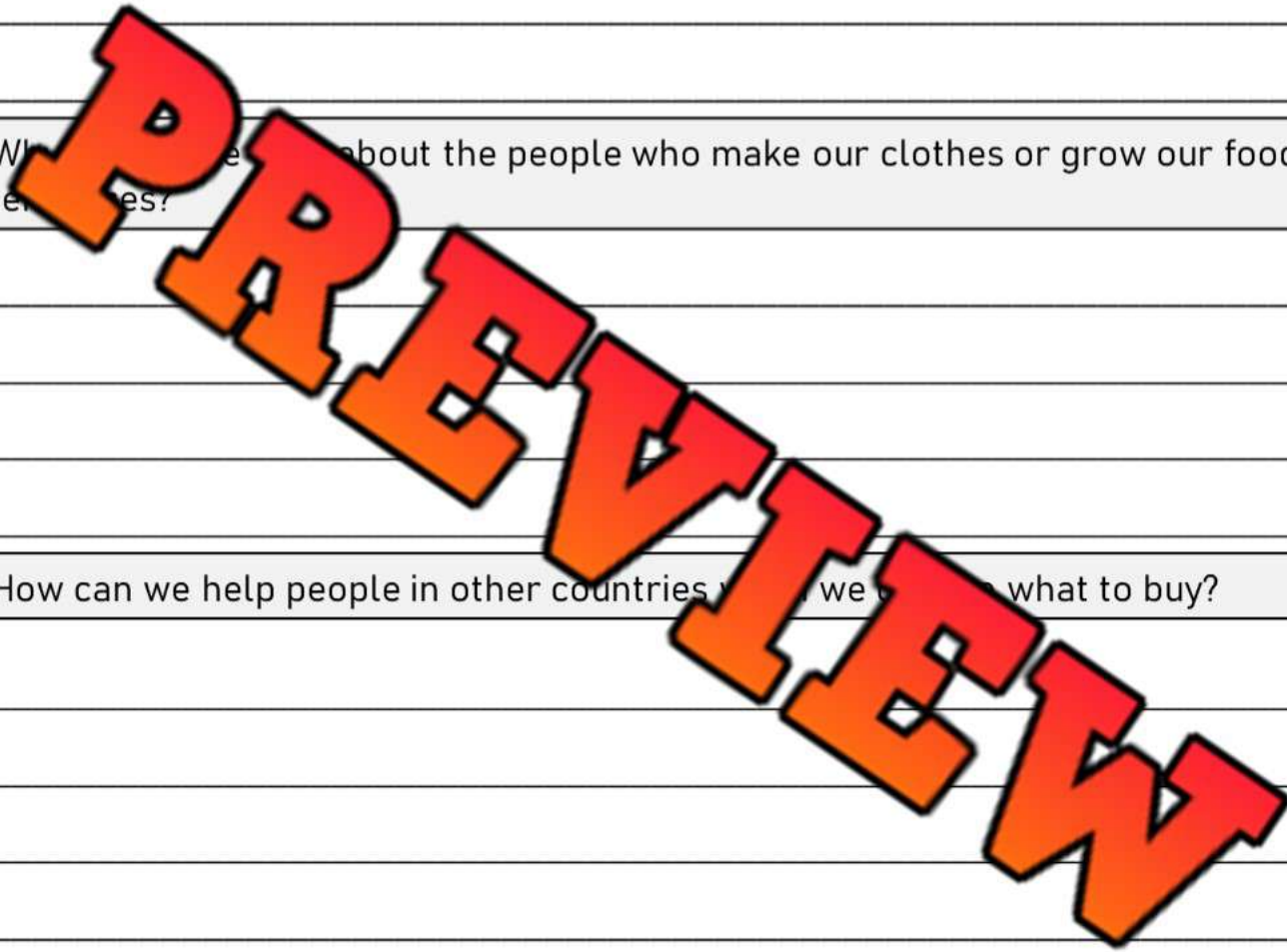
Answer the questions below.

1) Why is it important to think about where our things come from?

2) What do you know about the people who make our clothes or grow our food in other countries?

3) How can we help people in other countries if we know what to buy?

4) What is one thing you can do to help the world based on what you learned?



Ways to Reduce Waste

What Is Waste?

Waste is anything we throw away, like plastic, paper, or food scraps. **Reducing waste** helps keep our planet clean and safe.

Reuse Lunch Containers

Every day when we pack our lunch, we can use **containers** that can be washed and reused instead of **plastic bags** or **foil** that get thrown away. Here are things we can use:

- **Reusable water bottles** instead of juice boxes.
- **Cloth napkins** instead of paper napkins.
- **Lunch boxes** instead of paper bags.



Recycling

Recycling means turning something old into something new. We can recycle many things, such as **paper**, **plastic**, **glass**, and **metal**. When we recycle, these items can be made into new things like books, toys, and even playground equipment.

Donating Items

If you have clothes, toys, or books you don't use anymore, you can **donate** them. This means giving them to other children who need them. Donating helps reduce waste because these items won't end up in the trash.

By doing these things, we help our planet by making less trash. Plus, it's a nice way to help others!

True or False

Is the statement true or false

1. Glass is recyclable.	True	False
2. Only clothes are donated.	True	False
3. Recycling means turning something old into something new.	True	False
4. Lunch boxes can't be reused.	True	False
5. Toys should always be new.	True	False

Instruction Draw a line to match reusable lunch items with single-use ones.



Lunch



Paper Napkin



Water



Paper Bag



Soft Cloth



Juice

Word Search

Find the words in the wordsearch.

Waste	Reuse
Recycle	Donate
Plastic	Metal
Glass	Paper
Book	Charity
Environment	Planet

M N F T I W I W G N K U Z L
 S X R I A T E P U K F U O K K
 P L A N E T X G L A S S P W Y
 I B O O K X I G K D E C O B T
 W E G Z G H Q Q L P A P E R I
 A D O N A T E R E C Y C L E R
 S P L A S T I C L H I B U G A
 T E N V I R O N M E N T U X H
 E Y E X F W R E U S E V X D C
 A I P F Y O X N M E T A L X C

Activity: Sustainability Show and Tell

Objective

What are we learning about?

To help students understand the concept of sustainability by connecting it with everyday objects they use or see at home, focusing on how these items can contribute to environmental, social, and economic well-being.

Materials

What you will need for the activity.

- Items from home that represent sustainability (students can bring these from home)
- A planning page



Instructions

How you will complete the activity.

1. Ask each student to bring one item from home that they think represents sustainability. It could be something they use to help save energy, or take care of our planet.
2. Give each student a turn to stand in front of the class and show the item they brought and why they chose it.
3. Have them explain how using this item can help the environment, people, and even how it might save money or resources in the long run.
4. Encourage the class to ask questions or share their thoughts about each item.
5. Discuss as a class why sustainability is important and how each item contributes to a healthier planet.

Planning

Answer the questions below.

1) The item I will bring:

2) How does this item help our planet?

3) How does using this item help us save things like water and electricity?

4) What do I want to tell my friends about why we should all use this like my item?

PREVIEW

Reflection

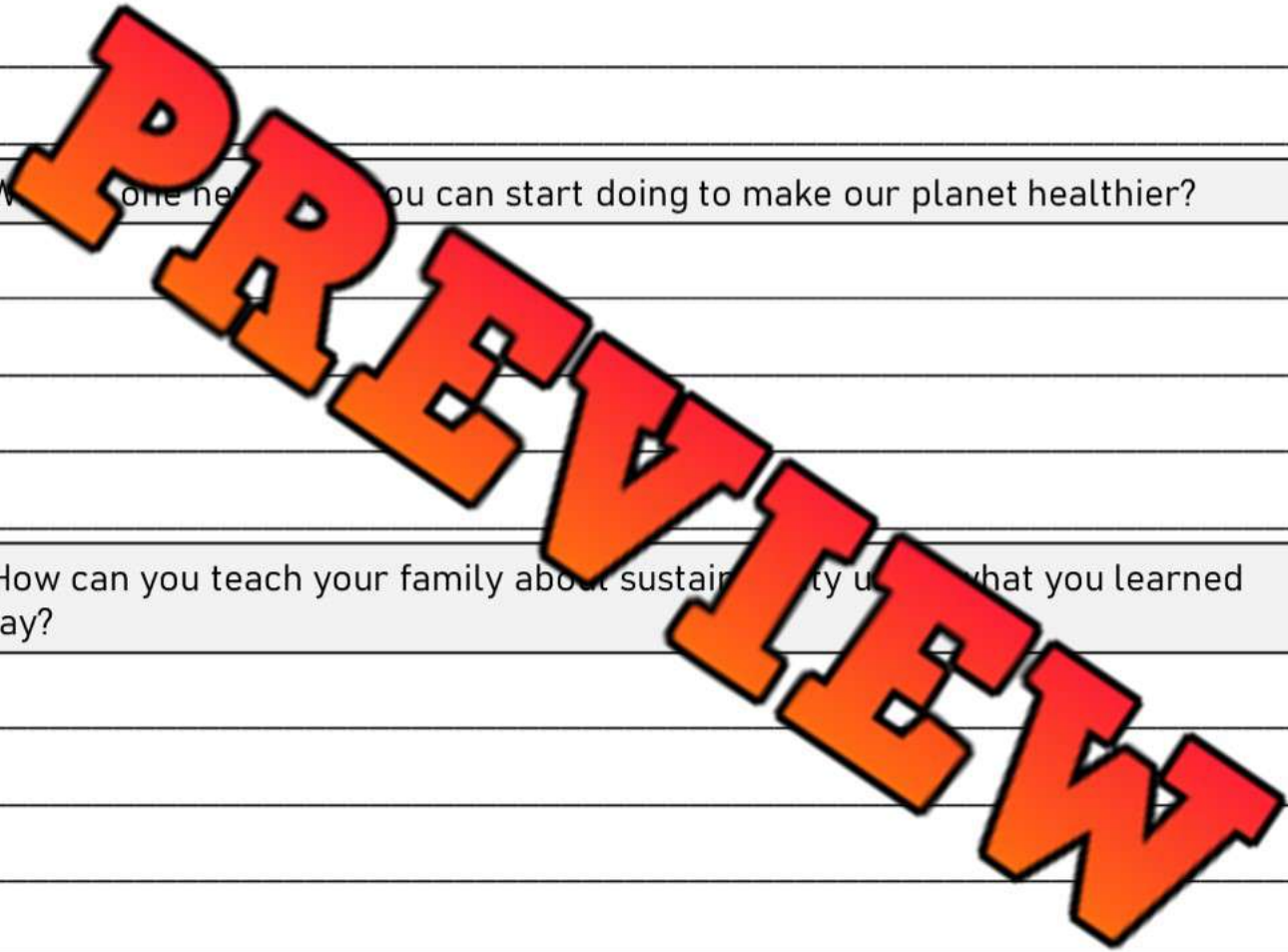
Answer the questions below.

1) What item did you bring for the show and tell, and why do you think it represents sustainability?

2) What one new thing you can start doing to make our planet healthier?

3) How can you teach your family about sustainability using what you learned today?

4) If you could invent a new item that is good for our planet, what would it be like?



Energy Conservation

Why We Save Energy

Saving energy means using less power. It helps our planet and saves us money. When we save energy, we also protect animals and plants.

How to Save Energy

Here are some ways we can save energy every day:

- Turn off lights when you leave a room.
- **Unplug** toys and electronics when we're not using them.
- **Close** the fridge door when we're done.
- **Use less** water by turning off the tap while brushing our teeth.



Energy at School

At school, we can save energy by:

- Turning off computers and projectors when we're not using them.
- Using **natural light** instead of **electric lights** when it's sunny.

Renewable Energy

Renewable energy comes from the sun, wind, and water. It's good for our Earth because it doesn't run out like oil or gas. **Solar panels** on roofs can catch sunlight to make electricity. **Windmills** use wind to create power.

When we use renewable energy and save energy at home and school, we help our Earth stay clean and healthy!

True or False

Is the statement true or false

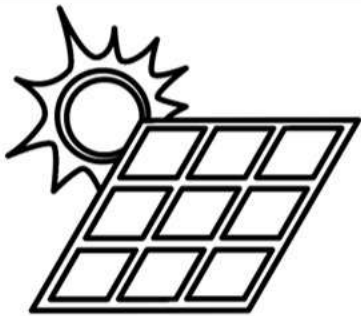
1) Lights should be off when we leave a room.	True	False
2) Windmills can't create power.	True	False
3) We unplug toys to save energy.	True	False
4) Renewable energy never runs out.	True	False
5) Water is saved by keeping the tap running.	True	False

Write

Write three ways you can save energy at home.

Colour

Colour the renewable energy resources below



Sun (Solar Panel)



Wind (Windmill)



Water (Dam)

Matching

Draw a line from the term to its meaning

Saving
Energy Use wind to create powerRenewable
Energy Using less power

Windmill

 A resource that doesn't run out

Role Play: Young Environmental Advocates

Objective

What are we learning about?

Students will learn about environmental issues and the importance of sustainability by role-playing as environmental advocates.

Materials

What you will need for the activity.

- Scenario cards for different environmental situations
- Props or costumes to represent different roles (e.g., recycling bins, animals)



Instructions

How you will complete the activity.

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card to act out a specific situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a position within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute feedback forms or reflection sheets for students to express what they learned and felt during the activity.

Scenario Cards

Cut out the topics below

	Scenario	Description
1	The Great Water Save	In the school bathroom, water is dripping from a tap that wasn't turned off. A group of friends notices and gets help from a friendly custodian. They learn how to stop the drip and make colourful posters. The posters will tell everyone how important it is to save water.
2	Recycling Run	On a windy day, the schoolyard gets messy with papers and plastic everywhere. Some smart kids start a game to clean up. They put all the trash into recycling bins. They find out which things can be made into new things (Recycling) and how to save energy.
3	Energy Savers Unite	The classroom is bright from the sun, but the lights are still on. Some kids decide to go outside to use the sun instead of the lights. They make fun signs to remind everyone to use sunshine during the day and save energy.
4	Planting Day	It's planting time at school! The kids pick a special place to plant new seeds in the ground. They talk about how plants help the Earth. They also make little signs asking people to be careful not to step on the young plants.
5	The Paperless Quest	The printer in the library is not working, and the kids need to do a project without printing. They use computers, draw their ideas on a board, and share books. They learn doing things without paper can be fun and good for trees.

Scenario Cards

Cut out the topics below

	Scenario	Description
6	Clean Air Campaign	The kids want cleaner air to breathe, so they choose one day to not use cars. They tell their families to walk, bike, or ride the bus instead. They make happy signs and cheer for everyone choosing clean air.
7	Wildlife Project Dragon	A bird builds a nest in a dangerous spot on the playground. The kids act like heroes and move the nest to a safe place. They learn what birds eat and even make a drawing of a bird to look out from the class window.
8	Sustainability Superheroes	Litter is everywhere in the park! The kids dress up as superheroes and clean up the park. They make masks out of old things and tell everyone why keeping the Earth clean is super important.
9	Energy Detective Squad	Some things in school use too much power. The kids become detectives to find out which ones. They put up signs to remind people to turn off things like computers and lights when they're not using them.
10	Green Market Managers	The kids are in charge of a market at school where they sell cool things made from old stuff. They set up tables, decide prices, and explain to people why recycling is awesome. They show off birdhouses made from old milk cartons and bracelets from magazine pages.

Reflection

Answer the questions below.

1) What environmental issue did your group talk about?

2) What solution or project did your group come up with to help the environment?

3) Did you learn anything new about the environment or how to protect it?

4) How can you help solve environmental problems in your own life or community?



Local Farming and Food

What Local Farms Do

Local farms in Saskatchewan do many important things for our community. They grow fruits, vegetables, and grains. They also raise animals like cows, chickens, and pigs. **Farmers** work very hard to take care of the land and the animals.

Fresh Food from Farms

- **Vegetables** Local farms grow vegetables like potatoes, carrots, and peas.
- **Fruits** They grow fruits like apples and berries.
- **Grains and Dairy** Farms produce grains like wheat and raise animals like cows for milk.

Eating food from local farms means food is very **fresh**. It doesn't have to travel far to get to your plate, so it tastes better and is healthier.

Helping Our Community

Local farms help our community in Saskatchewan by:

- Giving us fresh and healthy food.
- **Making jobs** for people who work on the farms.
- Keeping our environment clean by **making less pollution** from trucks that would be bringing food from far away.

Taking Care of the Earth

Local farms help the earth by using less fuel to get food to us. This means less trucks on the road and less air pollution. When we eat food from local farms, we help reduce the **carbon footprint**, which is good for our planet.



Choose

Put a check mark beside the correct answer(s) for each question.

1) Why is food from local farms fresh?

- It travels a long way
- It doesn't have to travel far
- It is frozen

3) Local farms in Saskatchewan grow:

- Fruits
- Vegetables
- Grains

2) How do local farms help our community?

- They provide fresh food
- They provide fresh food
- They clear land

4) What is one way local farms help the earth?

- By using more trucks
- By making less pollution
- By making more pollution

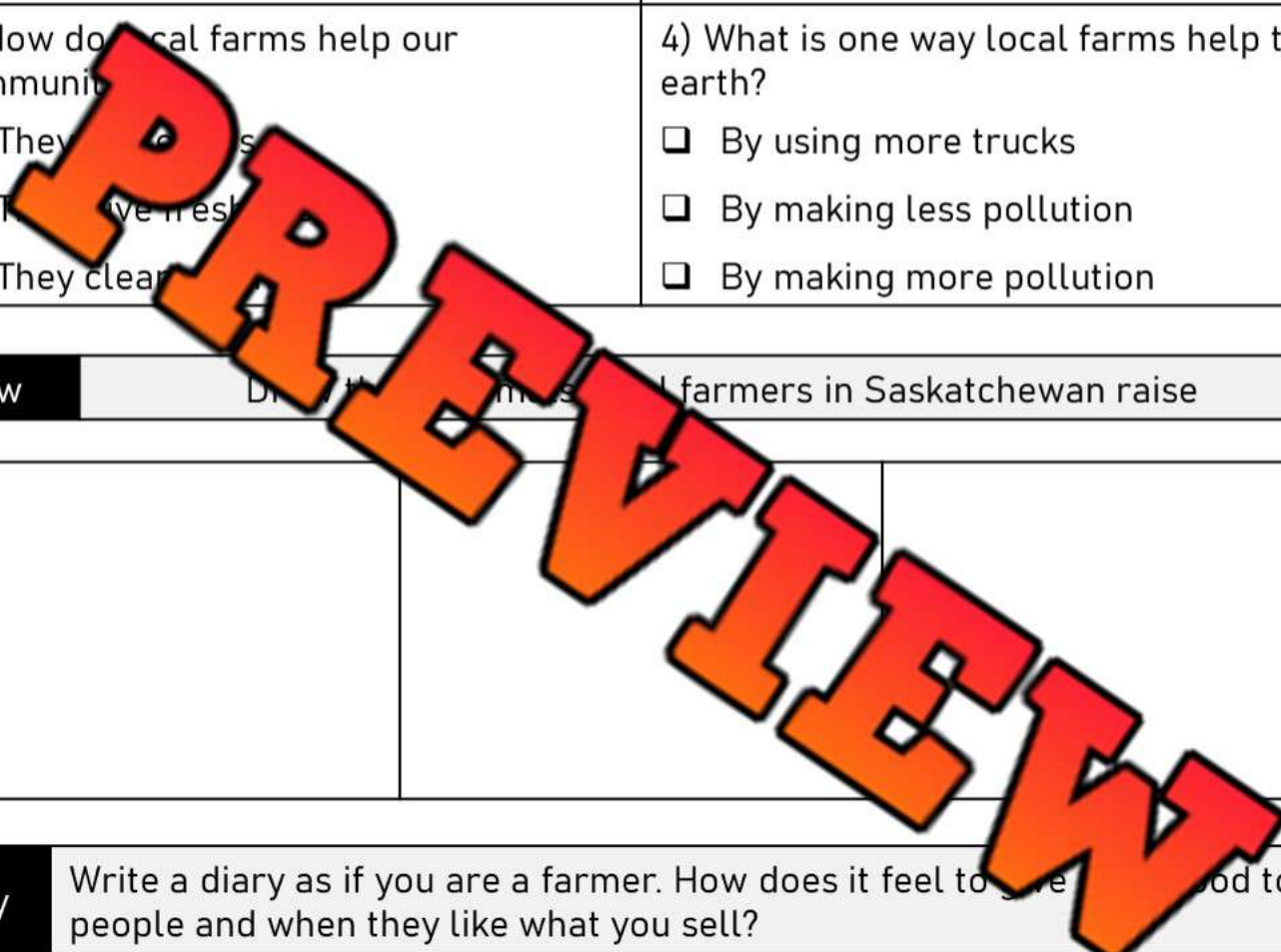
Draw

Draw the things that farmers in Saskatchewan raise

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Diary

Write a diary as if you are a farmer. How does it feel to give food to people and when they like what you sell?



Story: The Wild Friends of Saskatchewan

Draw

Draw pictures that show the story

Once upon a time, in the lovely land of Saskatchewan, there were many wild animals living happily in their homes, called habitats. These places are special because they provide everything the animals need, like food, water, and shelter.

In the forests, you could find playful squirrels hopping around and shy deer peeking through the trees. The forests are their home, and they love the tall trees and the crunch of leaves under their feet.

PREVIEW

Name: _____

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Curriculum Connection
RW2.3

PREVIEW

By the sparkling lakes, colourful birds like the blue jay and the red robin chirped joyfully. They built their nests near the water, where they could catch fish and find tasty insects to eat.

In the wide-open prairies, you might see a busy beaver building a dam or a swift fox dashing through the grass. The prairies are vast and open, a perfect place for these animals to live and play.

PREVIEW

PREVIEW

But these habitats are very important, not just for one all of them. They all share their homes and live together in community. That's why it's important for us to take care of these places. We can help by keeping the environment clean and safe for all our wild friends in Saskatchewan.

And remember, every animal, from the tiniest bug to the biggest bear, plays a special role in keeping our community full of life and vibrant. Let's protect their homes and keep Saskatchewan wild and wonderful!

Pollution and Its Effects

What is Pollution?

Pollution is when harmful things get into our **air**, **water**, and **land**. It makes our planet dirty and can make people, plants, and animals sick.

Air Pollution

Air pollution happens when dirty gases and tiny particles get into the air.

This can make it hard to breathe and can harm people and other animals.

- In Saskatchewan, factories and cars release gases that make the air dirty.
- **Trees** help clean the air.



Water Pollution

Water pollution is when harmful things get into lakes, rivers, and oceans. This makes the water unsafe for drinking, swimming, and for fish.

- Saskatchewan's beautiful lakes sometimes get polluted from water pollution.
- People are working to keep the water **clean** by not throwing garbage into the water.

Land Pollution

Land pollution is when the ground gets filled with **trash** and **harmful chemicals**. This can hurt plants and animals that live on the land.

- In Saskatchewan, people are cleaning up parks to fight land pollution.

Helping Out

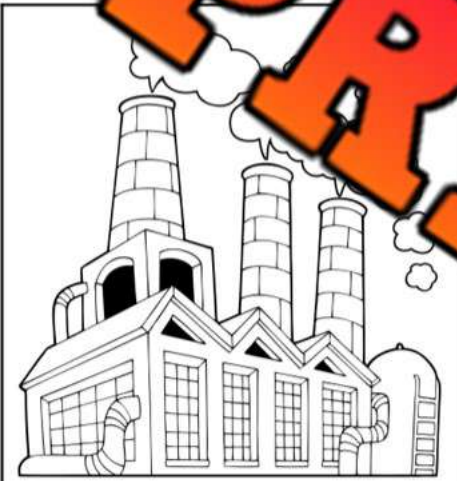
Communities in Saskatchewan and around the world are coming together to make the air, water, and land cleaner. Everyone, including kids like you, can help!

Question

Write the things we can do to reduce pollution?

Colour

Colour the different pollution types below



Air Pollution



Water Pollution



Land Pollution

PREVIEW

Word Search

Find the words in the wordsearch.

Pollution	Air
Water	Land
Gases	Factory
Clean	Waste
Chemical	Trash
Recycling	Health

M V S E M H E A L T P V N P
 O N A J K I Z H F K Y O W L I
 R E C Y C L I N G D W L A A O
 H I Y Y S F D N B E A L S C H
 T X S S P K T X R D T U T I S
 Y C L E A N X V Q N E T E M A
 G M I S I H P D T A R I G E R
 A H F A C T O R Y L I O V H T
 N N Z G Q J S O T Q Y N C C A
 M E H L Q H G A I R E Q H N O

Fact or Fiction – Environmental Impacts

Objective

What are we learning about?

To help students understand the global impacts of consumer choices by distinguishing between true and false statements.

Materials

What you will need for the activity.

- Fact or Fiction statements
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the room to place the 'Fact' and 'Fiction' signs, allowing students to move to either side



Instructions

How you will complete the activity.

1. Your teacher will read statements from cards. Listen attentively as each statement is shared.
2. Consider carefully whether you think the statement is true or false.
3. If you decide the statement is true, walk to the 'Fact' side of the room.
4. If your guess is that it's not true, move to the 'Fiction' side of the room.
5. Stay on your chosen side and listen attentively for the correct answer to be revealed.
6. When the right answer is announced, return to your seat, ready for the next round.
7. Have fun getting up and moving!

Fact or Fiction

Read the statements to the class

#	Statement	Fact or Fiction
1	Recycling one aluminum can can save enough energy to run a TV for 3 hours.	Fact
2	Trees can feel emotions just like humans.	Fiction
3	Using both sides of the paper helps save trees.	Fact
4	Cars don't contribute to air pollution.	Fiction
5	Turning off the water while brushing your teeth saves water.	Fact
6	Plants can help to clean the air.	Fact
7	Only plants can grow to survive.	Fiction
8	Walking or biking instead of driving a car helps reduce pollution.	Fact
9	Every ocean in the world is completely clean.	Fiction
10	All types of plastic can be recycled.	Fiction
11	Reusing items is better than throwing them away.	Fact
12	Clouds are made of cotton candy.	Fiction
13	Bees are important because they help flowers grow.	Fact
14	You can grow a new plant from a piece of fruit.	Fiction
15	Using a reusable water bottle is better for the environment than using disposable bottles.	Fact
16	Composting food scraps can help create soil for plants.	Fact
17	Chocolate milk comes from brown cows.	Fiction
18	All fish can walk on land.	Fiction
19	Turning off lights when you leave a room saves energy.	Fact
20	Solar panels can make electricity from sunlight.	Fact
21	It's okay to litter if you're in a hurry.	Fiction
22	Rainforests are home to many plants and animals.	Fact
23	Penguins can fly if they really try.	Fiction
24	Snow is made of sugar.	Fiction

Sustainable Transportation

What is Sustainable Transportation?

Sustainable transportation means getting around in ways that are good for the Earth and for us. It's like choosing a snack that is both yummy and healthy!

Ways to Travel Sustainably

- **Biking:** Riding a bike is fun! In Saskatchewan, many people bike to school or work. Biking is good because it doesn't create pollution, which helps keep the air clean.
- **Walking:** Walking is another way to travel. It's super healthy for your body and doesn't harm the planet. In cities like **Regina** or **Saskatoon**, many kids walk to school or the park.
- **Public Transit:** This means taking **buses** or **trains** instead of cars. In Saskatchewan, buses help people go to different places without using a lot of cars. This is good because fewer cars mean less smoke in the air.



Why It's Good

- **For the Earth:** These ways of traveling help keep our air and water clean. They also help plants and animals stay healthy.
- **For Us:** Walking and biking make our hearts strong and happy. When we use buses or trains, we can read or play while traveling.

In Saskatchewan, choosing to bike, walk, or take the bus is a great way to help our planet and keep ourselves healthy.

True or False

Is the statement true or false

1) Biking helps keep the air clean.	True	False
2) Walking to school is good for health.	True	False
3) Public transit helps reduce cars on roads.	True	False
4) Biking and walking are bad for our hearts.	True	False
5) Buses are a type of sustainable transportation.	True	False

Draw

Draw the three types of sustainable transportation methods

		
Biking	Walking	Public Transit

Making Connections

What does this reading remind you of in your life?

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Activity – My Green Transport Poster

Objective

What are we learning about?

To help students understand sustainable transportation and its benefits for the environment by creating a poster that promotes green transportation methods.

Materials

What you will need for the activity.

- A piece of paper or poster board
- Crayons, markers and paint
- Magazines and pictures of different transportation modes
- Glue and Scissors (if necessary)



Instructions

How you will complete the activity.

1. Start with a group discussion about different ways to travel from one place to another. Talk about cars, buses, bikes, and even scooters or skateboards.
2. Discuss how some of these ways are better for our Earth because they don't use a lot of gas or create pollution. Biking and walking are great examples!
3. Give each student a piece of paper or poster board and art supplies.
4. Encourage them to think of a message they want to share about using green transport, like "Bike More, Drive Less" or "Walking is Wonderful for Our World."
5. Students will draw and colour their favourite green transportation methods on their posters. They can also cut out pictures from magazines and glue them on if they like.
6. Once they finish their posters, allow them to present their work to the class, sharing why they chose their particular message and transportation method.

Planning

Answer the questions below.

1) What kind of green transportation will you show on your poster?

2) Where do people use this kind of transportation?

3) What details will you include to show how this transportation is good for the Earth?

4) Can you think of a short and catchy phrase to encourage people to use this transportation?

5) How will you describe your poster when you show it to our class?

PREVIEW



Example Green Transport Poster

Name: _____

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Draw

Draw your green transportation poster here

PREVIEW

Protecting Endangered Species

What Are Endangered Species?

Endangered species are animals and plants that are very rare and might disappear from our world if we don't take care of them. These species are in danger because they don't have enough food, their homes are being destroyed, or people are harming them.

Endangered Animals Found in Saskatchewan

- **Whooping Crane:** A tall, beautiful bird is very rare. It can't make it in the wild.
- **Burrowing Owl:** A small owl that lives in the ground in Saskatchewan. It is in danger because its home is being taken away.
- **Swift Fox:** A tiny fox that is very fast but is having a hard time finding a safe place to live in Saskatchewan.



Why Are They in Danger?

These animals are in danger because their homes are being destroyed. Trees are cut down, and land is used for **building** or **farming**. Some animals are also in danger because people **hunt** them or they don't have enough food.

How We Can Help

People are working hard to protect these animals. They make sure the animals have safe places to live. They also teach others how to take care of our planet and the **creatures** that live with us. We can help by learning about these animals and telling others how important it is to protect them.

Questions

Answer the questions below

1) Why are some animals endangered?

2) What can we do to help endangered animals?

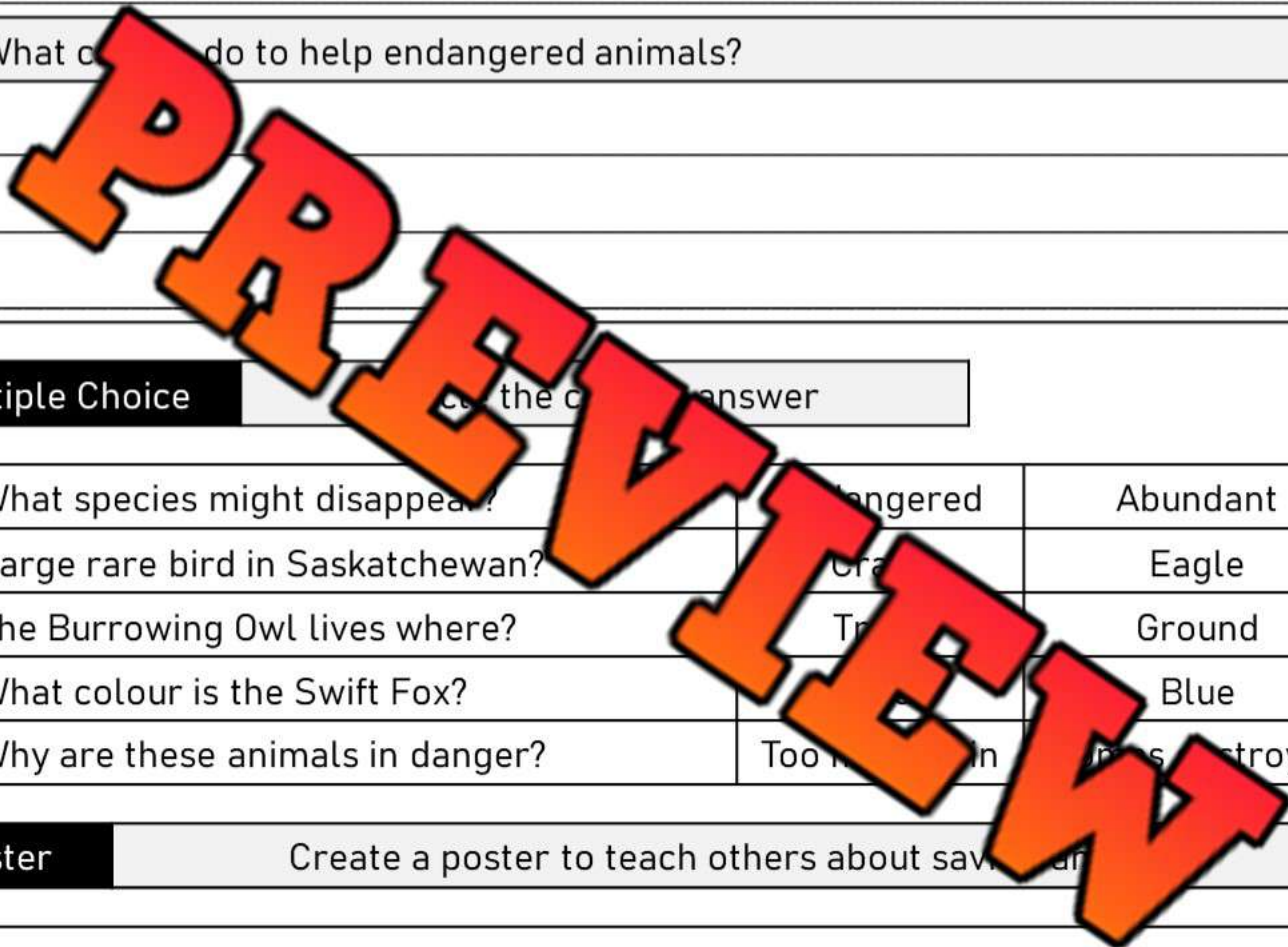
Multiple Choice

Circle the correct answer

1) What species might disappear?	Endangered	Abundant
2) Large rare bird in Saskatchewan?	Grackle	Eagle
3) The Burrowing Owl lives where?	Tree	Ground
4) What colour is the Swift Fox?	White	Blue
5) Why are these animals in danger?	Too many in one place	Homes destroyed

Poster

Create a poster to teach others about saving animals



Eco-Friendly Technologies

What Are Eco-Friendly Technologies?

Eco-friendly technologies are smart ways we use to help our planet. They don't harm the earth and help us use less of things that can hurt it, like oil or coal.

Solar Panels

- **Solar panels** are like big, flat squares that catch sunlight.
- They turn sunlight into **electricity** without making any air pollution.
- We can use this electricity to turn on lights, watch TV, or charge a phone.



Rain Barrels

- **Rain barrels** are big containers that catch rainwater from the roof.
- We can use this water for **watering** plants or cleaning things outside.
- This helps us save the **clean water** we drink and use in our homes.

How They Help Our Planet

- Solar panels and rain barrels help us use **less energy** and **water**.
- This means **less pollution**, which keeps the air and water clean.
- Using these helps animals, plants, and us have a healthier place to live.

Remember!

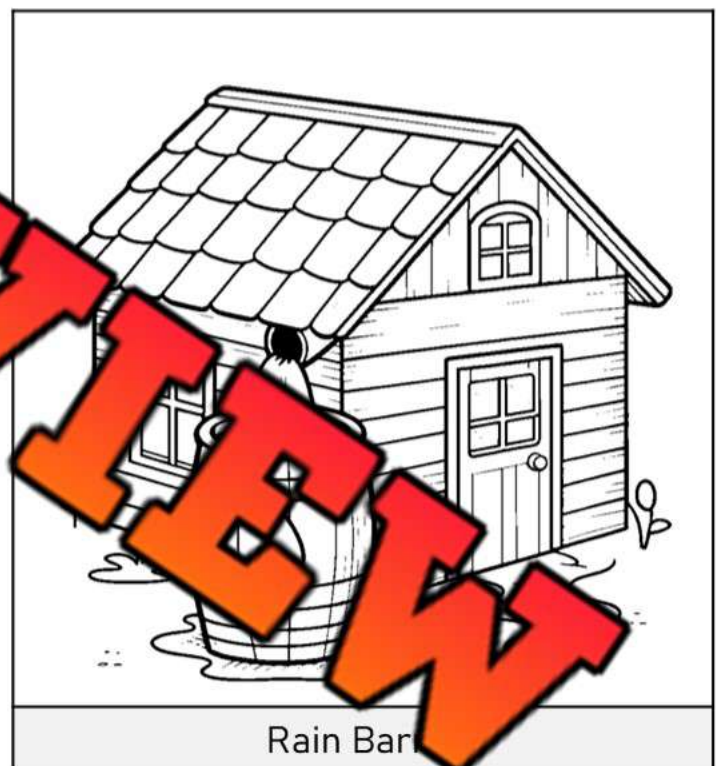
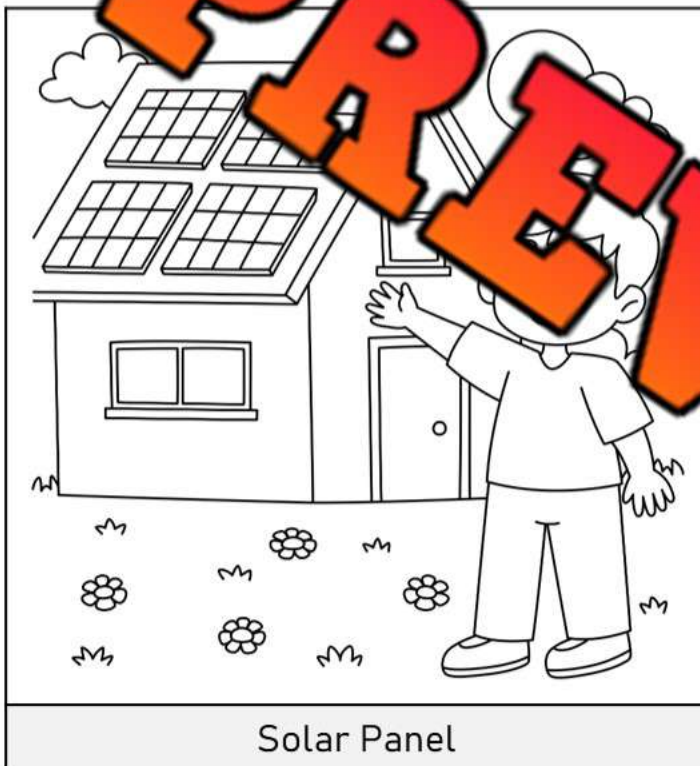
Using solar panels and rain barrels is like giving the Earth a big, happy hug. They keep our planet clean and green!

True or False

Is the statement true or false

1) We use solar panels to make electricity.	True	False
2) Rain barrels collect water from roofs.	True	False
3) Solar panels work at night.	True	False
4) We drink water from rain barrels.	True	False
5) Solar panels make the air dirty.	True	False

Colour _____ the two smart ways we use technology to help our planet below



Matching

Draw a line from the term to its meaning

Eco-friendly Technology Smart ways we use technology to help our planet**Solar Panel** Big containers that catch rainwater from roofs.**Rain Barrel** Big, flat squares that catch sunlight.

Activity – Energy-Saving Investigators

Objective

What are we learning about?

To help students understand the importance of saving energy and identify ways to conserve energy in their school.

Materials

What you will need for the activity.

- Investigation page
- Pencils or pens
- Stickers (optional)



Instructions

How you will complete the activity.

1. Gather all the students and explain that they are going to become Energy-Saving Investigators, looking for ways to save energy in their school.
2. Hand out investigation page.
3. Walk with the students around the school, including classrooms, the cafeteria, and other common areas.
4. Ask the students to observe and note down where lights are on when no one is in the room or where doors and windows are open, letting heat out.
5. Encourage them to think of ideas on how energy can be saved, like turning off lights or closing doors.
6. After the investigation, return to the classroom and discuss what they observed.
7. Help the students create a simple action plan to save energy, using their notes.

Investigation Page

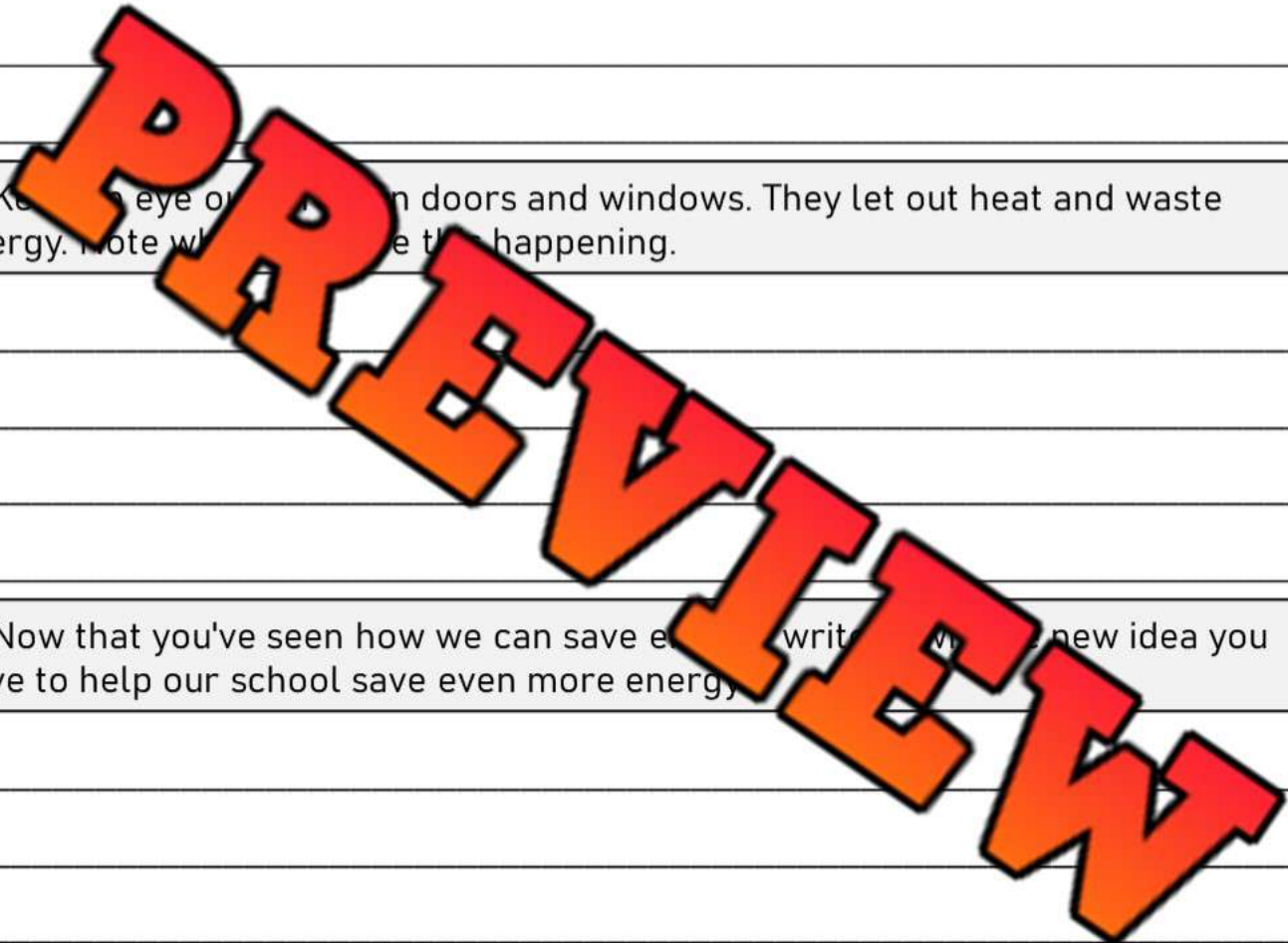
Note your investigations here

1) Walk around and look for rooms where lights are on but no one is there. Write down where you found these lights.

2) Keep an eye on doors and windows. They let out heat and waste energy. Note what is happening.

3) Now that you've seen how we can save energy, write down a new idea you have to help our school save even more energy.

4) **Action Plan:** Think about how you can be an energy-saving hero at home.



Jeopardy – Community and Environment

Objective

What are we learning about?

To engage students in learning about community resources, environmental worldviews, and sustainability actions through a fun and interactive Jeopardy game.

Materials

What you will need for the activity.

- Jeopardy board and questions
- Buzzer or bell



Instructions

How you will complete the activity.

1. Print the Jeopardy board on the next page.
2. Divide the class into two teams.
3. Ask one team to go first by selecting a point value.
4. Read the question aloud from the point value.
5. The first team to ring the bell or buzzer gets to answer.
6. If they answer correctly, award them the points. If not, another team can answer.
7. Continue the game until all questions have been answered.
8. Tally the points to determine the winning team.
9. Conclude by discussing what they learned about the topic in the questions.

Jeopardy Question

Ask students the questions below

1 Points	2 Points	3 Points	4 Points	5 Points
Who helps you when you borrow a book? (Librarian)	Name a renewable energy source. (Wind, Sun, Water)	Name a process of turning used objects into new items. (Recycling)	What is the term for harming the environment? (Pollution)	What is the layer that protects Earth from the sun's harmful rays? (Ozone layer)
Who puts out fires in forests? (Firefighter)	What are teeth called? (Dentist)	What is energy from the sun called? (Solar energy)	What is the term for using less resources? (Conservation)	What is the term for the variety of different species in an area? (Biodiversity)
Who helps to maintain law and order? (Police officer)	What does a vet take care of? (Animals)	What is bad for the air? (Carbon dioxide)	What does a meteorologist do? (Weather)	What are the 3 R's of waste management? (Reduce, Reuse, Recycle)
Who fixes our streets and roads? (Construction worker)	Name a non-renewable resource. (Coal, Oil, Gas)	Name a material that can be recycled. (Paper, Plastic, Glass, Metal)	What is a long period without rain called? (Drought)	What is the term for growing plants in a city environment? (Urban gardening)
Where can we get medicine? (Pharmacy)	Name a way to save water at home. (Turning off the tap)	Who helps to fix broken pipes or taps? (Plumber)	What do we call it when we use rainwater for our needs? (Rainwater harvesting)	What is the term for planting a lot of trees? (Afforestation)



Unit Test – Resources and Wealth

Multiple Choice

/10

<p>1. Resources that are made by people using other resources are called:</p> <p>a) Natural resources</p> <p>b) Human resources</p> <p>c) Manufactured resources</p> <p>d) Renewable resources</p>	<p>2. One of the following is false about local farmers:</p> <p>a) They provide us with fresh foods.</p> <p>b) They help our community by creating jobs</p> <p>c) They help the earth by reducing pollution</p> <p>d) They only grow fruits and vegetables</p>
<p>3. The number of firefighters in Canada.</p> <p>a) 5,200</p> <p>b) 150,000</p> <p>c) 200,000</p> <p>d) 421,000</p>	<p>4. We help our environment when we:</p> <p>a) Litter</p> <p>b) Don't reuse items</p> <p>c) Recycle</p> <p>d) Use plastic bags</p>
<p>5. We can reduce waste by:</p> <p>a) Reusing items</p> <p>b) Recycling</p> <p>c) Donating Items</p> <p>d) All of the above</p>	<p>6. _____ is a renewable energy source.</p> <p>a) Gas</p> <p>b) _____</p> <p>c) Wind</p> <p>d) Water</p>
<p>7. Underground water sources are called:</p> <p>a) Lakes</p> <p>b) Rivers</p> <p>c) Oceans</p> <p>d) Aquifers</p>	<p>8. One is not a way to travel.</p> <p>a) Biking</p> <p>b) Non-electric cars</p> <p>c) Public Transit</p> <p>d) Walking</p>
<p>9. Which of the following is an endangered animal in Saskatchewan?</p> <p>a) Whooping Crane</p> <p>b) Burrowing Owl</p> <p>c) Swift Fox</p> <p>d) All of the above</p>	<p>10. _____ is when harmful things get into rivers, lakes, and oceans.</p> <p>a) Air Pollution</p> <p>b) Water Pollution</p> <p>c) Land Pollution</p> <p>d) Household Pollution</p>

Define

What do the terms below mean?

Term	Definition – What Does It Mean?
Endangered Species	<input type="checkbox"/> When we get around using ways that are good for the environment.
Sustainable Transportation	<input type="checkbox"/> New things we use that are good for the environment.
Res	<input type="checkbox"/> Animals that are almost extinct.
Eco-friendly Technology	<input type="checkbox"/> Something we use and need, like air, water, rocks, and even people like doctors.

Short Answer

Answer each question

Each question is worth 3 marks.

1) How does recycling help our community in Saskatoon?

2) How do local farms contribute to a healthier environment?
