Caring for the Environment

CARMEN SANDIEGO

Teacher's Edition · **Grades:** 4–8 · **Length:** 45 minutes

OBJECTIVES

In this lesson, students will:

- Participate in a project to develop self-awareness and responsible decision-making skills
- Find a social issue or problem that they feel strongly about and propose a solution to solve part of the problem
- Create a poster and share out their ideas

Featured Social-Emotional Learning Competencies:
Self-Awareness, Responsible Decision-Making
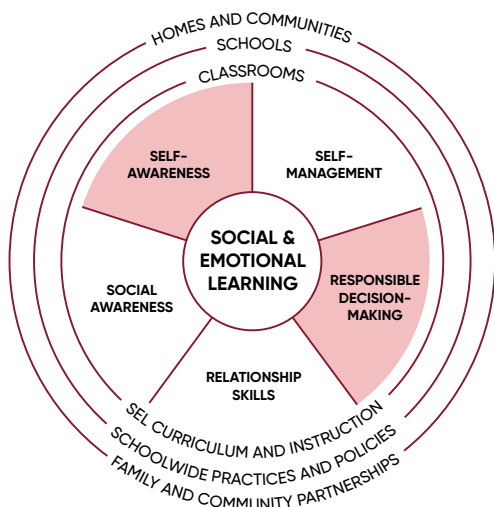
Credit: CASEL, 2017

VOCABULARY

SOCIAL-EMOTIONAL LEARNING TERMS

Recognizing Strengths: the ability to recognize areas in which you excel

Self-Efficacy: how well a person can take the action necessary to achieve a result

Evaluating: forming an idea of the amount or importance of something

Solving Problems: the act or process of finding solutions to problems

Ethical Responsibility: the ability to recognize, understand, and act in a way that is responsible to yourself and others

WORDS TO KNOW

Climate: the weather in a given region

Mission: an important assignment

**Pollution:** a substance or thing that has harmful effects

Ecosystem: a natural community of plants and animals that interact with each other

Smog: a mix of fog and smoke or other pollutants in the air

SET-UP

Introduce and watch "Fearless Kids Around the World | Pablo Cavanzo" video.

Today, Carmen Sandiego™ introduces us to this episode's fearless kid, Pablo Cavanzo, from Colombia. Colombia and its neighboring countries are home to the Amazon rainforest—the world's largest tropical rainforest. Pablo is a teen who lives in Colombia. A few years ago, he found out that the Amazon was having problems. The forest was being destroyed. That put his home country, and everyone on Earth, at risk. Pablo decided to take action.
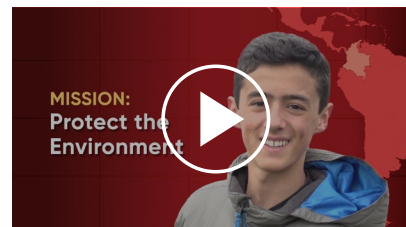
Now that you've heard Pablo's story, we are going to think about a problem in our community that could use a solution. Do you know of any environmental issues at our school, in our neighborhood, or in our town? Can you think of a solution?

MISSION: Protect the Environment

Talk through the video as a group, gradually introducing social-emotional learning concepts and terms the video explores. Consider asking the following questions:

- **Why is Colombia a special place to Pablo?**
  E.g., He enjoys nature and hiking, the country's mountains, and camping there with his family.

- **What problem did Pablo recognize with nature?**
  E.g., The Colombian government isn't taking care of the environment.

- **What did Pablo do to try to solve the problem?**
  E.g., He sued the government along with other young people.

- **Can your think of a problem in your community, your country, or your world that you would like to help solve? Write down a few words that identify a problem.**
  E.g., Sometimes people mistreat animals; people waste water.

WORKING PERIOD

Now students will work on a poster that outlines a problem and how to solve it.

Students will apply what they have learned about self-awareness and responsible decision-making skills.

Introduce project.

We just watched Pablo share that nature and hiking are important to him. What is important to you? Think of 2 or 3 activities or things that are important to you and that you may enjoy doing. *E.g., Animals, I enjoy playing with my dog, so animals are important to me. Swimming (water); I enjoy swimming with my family.*

Now using your graphic organizer can you think of a problem in your community, your country, or your world that you would like to help solve? Write down a few words that identify a problem. *E.g., Sometimes people mistreat animals; people waste water.*

You've recognized what is important to you. You've recognized why it's important to you. Now find other classmates who wrote down similar ideas. Like Pablo and his friends, your group will collaborate or work together to outline a solution and how you will put your solution into action.

Working together, create a poster using makers and pictures to share with other how we can come together to help solve the problem you identified.

SHARE-OUT

Close the lesson by bringing the class back together as a group to share their work and celebrate their ideas.

- Students will share their projects with the class.
- Provide positive feedback about their completed projects.

SUPPORT

Provide Resources for Research

If students are struggling to find a cause they care about, invite them to explore some classroom-approved online resources, newspapers, or magazines, or even interview a school administrator to find out what issues your community or school might be struggling with.

EXTEND

Create a Plan for the School

As a class, discuss a problem at your school. Have students identify a problem that is important to them. For example, is litter a problem at school? Is water wasted at school? Do too many students come to school in cars rather than on buses or bikes? Is electricity wasted? Invite students to suggest solutions.

Research Environmental Youth Groups

Assign volunteers to research examples of other environmental youth groups and report to the class. For example, they may wish to study the accomplishments of Tree Musketeers in California. How did the members of these groups use their strengths? What problems did they solve?

Write a Letter to Government Leaders

Have students work in groups. Each group is to agree on something a local, state, or federal group could do to address climate change. For example, should leaders require more fuel-efficient cars, provide more public transportation, or create more solar or wind farms? Then groups are to compose and write a letter to send to the appropriate government leaders.

Research the End of Pablo's Story

Assign students to research what happened after the conclusion of the lawsuit in Colombia. What was the plan of action? The Dejusticia website has some information about what's happened since the lawsuit, but there may be further updates. Allow time for researchers to report to the class, and for the class to discuss their findings.

To access more classroom resources, visit **carmensandiego.com.**

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NAME(S):

PROBLEM: What is the issue?

SOLUTION: How will you solve it?

PLAN: What steps will you take to put a solution in place?