



Community of the Future PILOT

Thanks for helping us pilot this new Beyond Recycling resource!

Find the lesson resources at www.wildsight.ca/ourfuture

Questions? Email info@beyondrecycling.ca

Deadline for completion: June 30th, 2022

FAQs

Why? Research has shown that many of our youth don't even have the tools to imagine anything but an apocalyptic future for themselves. Research has also shown the importance of hope, grounded in truth, in presenting complex environmental topics. Instead of starting with all of the shocking statistics, depressing facts and stories of despair, Beyond Recycling has decided to flip that on its head. Instead of messages of doom, we've chosen to help students dream of a safe, clean and thriving future, a future they are happy to see themselves as a part of.

What? The video-based lessons set the stage for the culminating, hands-on, and creative "Communities of the Future" group design and building challenge. The first lesson introduces the project, the following five lessons delve into the main community categories: waste, food, energy, transportation and water and then the final lesson sets students up to start their build. The videos are designed for students in grades 4 thru 7.

Where? All the content is available via the Beyond Recycling website. It's as easy as finding the video and clicking play to get started. The video content and the planning booklet guides students through the process of designing a sustainable community of the future and highlights local community projects and individuals that working to develop a sustainable future.

Links to curriculum? Communities of the Future ties into the BC curriculum in many ways. Direct links can be found with science, social studies, and applied skills, design, and technology. In fact, we have followed the BC curriculum's ADST design guidelines for the final culminating activity, so this project can be an exemplar for this subject matter. We also aim to create more curricular links (i.e. English Language Arts, Arts, Mathematics) as we further develop this resource. Specific links to curriculum will be included as part of the program once the pilot has been completed.

Assessment? These lessons will include assessment tools in future iterations. As this is a pilot of these lessons, they aren't available at this time



PREP

Welcome! Don't worry – the prep has been thoughtfully designed to be quick and painless.

Steps

- PRINT – Download, print, fold and review student booklets.** The student booklet file is available online. We recommend printing it single-sided in black & white on letter size paper. Then photocopy the pages double-sided and fold the 3 pages in half to get your booklet.
- PLACE – Choose a container to store the student booklets between activities.** To help keep student booklets easier to find, we recommend collecting the booklets after each lesson so they don't get lost. Choose a container to store all the booklets or have a bag designated for each group
- SCHEDULE – Book time in your schedule.** Lesson videos run x-x minutes long. It is ideal to provide student writing time (5 minutes) and class discussion time (5 minutes) after viewing the video. You could schedule these once a day for 7 days OR once a week for multiple weeks. Student build time sessions benefit from longer chunks of time. We recommend at minimum to include one planning and 2 design sessions. Use the printable scheduling page that follows to schedule your time to complete this project.
- GROUPS – Decide on the size of the groups and who is in each group.** We recommend having students work individually to complete their planning booklet first, then share in groups.
- STUDENT SHARE – Consider how students will share their completed project.** You don't need to decide this now. Will they host a community tour for the other groups in the class? Will they host a showcase to other classes? For parents? Define how and when this will happen.
- CHOOSE – Consider what materials will be allowed for the build.** Choose what materials you will allow students to use for the build. We encourage using cardboard and paper from the recycling bin. Consider what you will do with the student projects at the end
- DEEP DIVE - Consider taking a deeper dive by using the extension buffet.** You can choose to take a deeper dive into each of the lessons (waste, energy, water, transport, food). An extension buffet is available on each lesson page that offer games, outdoor activities and more



SCHEDULE - Community of the Future

This printable page has been design to help you schedule your time for this project

Prep time

Watch prep video _____

Project planning _____

Classroom time

Lesson videos	Date
Invitation	
Energy	
Water	
Transportation	
Food	
Build & Design	

Student group work time

Design _____

Build _____

Share _____

Feedback

I have completed the feedback for the following:

- Prep - on date: _____
- Invitation - on date: _____
- Waste - on date: _____
- Energy - on date: _____
- Water - on date: _____
- Transport - on date: _____
- Food - on date: _____
- Build - on date: _____

Honorarium

I completed my request for honorarium on date: _____



INVITATION

Steps

- WATCH – Cue up the video below and watch it with the class
- HAND OUT – Have student booklets ready to hand out after watching the video
- THINK – Give students time to reflect and complete their booklet
- SHARE – Have students share their ideas with the class or work in their groups
- CONSIDER – Go deeper by adding an activity from the extension buffet
- COLLECT – Collect workbooks till the next session
- FEEDBACK - Share your experience with this lesson online

Notes

WASTE

Steps

- HAND OUT – Hand out student booklets
- WATCH – Cue up the video below and watch it with the class
- THINK – Give students time to reflect and complete their booklet
- SHARE – Have students share their ideas with the class or work in their groups
- CONSIDER – Go deeper by adding an activity from the extension buffet
- COLLECT – Collect workbooks till the next session
- FEEDBACK - Share your experience with this lesson online

Notes



ENERGY

Steps

- HAND OUT – Hand out student booklets
- WATCH – Cue up the video below and watch it with the class
- THINK – Give students time to reflect and complete their booklet
- SHARE – Have students share their ideas with the class or work in their groups
- CONSIDER – Go deeper by adding an activity from the extension buffet
- COLLECT – Collect workbooks till the next session
- FEEDBACK - Share your experience with this lesson online

Notes

WATER

Steps

- HAND OUT – Hand out student booklets
- WATCH – Cue up the video below and watch it with the class
- THINK – Give students time to reflect and complete their booklet
- SHARE – Have students share their ideas with the class or work in their groups
- CONSIDER – Go deeper by adding an activity from the extension buffet
- COLLECT – Collect workbooks till the next session
- FEEDBACK - Share your experience with this lesson online

Notes



TRANSPORT

Steps

- HAND OUT – Hand out student booklets
- WATCH – Cue up the video below and watch it with the class
- THINK – Give students time to reflect and complete their booklet
- SHARE – Have students share their ideas with the class or work in their groups
- CONSIDER – Go deeper by adding an activity from the extension buffet
- COLLECT – Collect workbooks till the next session
- FEEDBACK - Share your experience with this lesson online

Notes

FOOD

Steps

- HAND OUT – Hand out student booklets
- WATCH – Cue up the video below and watch it with the class
- THINK – Give students time to reflect and complete their booklet
- SHARE – Have students share their ideas with the class or work in their groups
- CONSIDER – Go deeper by adding an activity from the extension buffet
- COLLECT – Collect workbooks till the next session
- FEEDBACK - Share your experience with this lesson

Notes



DESIGN & BUILD

We encourage you to schedule multiple sessions for this part of the project. Students will need time to share their ideas in their group, come up with a plan, decide who does what, build their project and then share it.

Design steps

- HAND OUT – Hand out student booklets
- WATCH – Cue up the video below and watch it with the class
- DESIGN – Have students work in their groups & share their ideas
- DEFINE – Define what materials students are allowed to build with and the max size allowed
- GATHER – Discuss where to collect materials (reused paper and cardboard recommended)
- COLLECT – Collect booklets till the next session

Note: You can take hours, days, or weeks to complete this project – it's up to you!

Building steps

- PLAN – Plan how much time students have to build and when it is due
- GUIDELINE – Decide if you want students to share their designs with you before starting to build
- FIND – Find an area in the classroom where students can store their projects when working on them
- SUPPLIES – Provide glue for construction
- CHECK-IN – Tour student projects as they work on their community of the future
- QUESTION - When touring student projects ask - Does your project address all 5 areas? Does your community have what you would need to live there? Are there connections between the 5 areas eg. water and food?

Sharing steps

- DECIDE – Decide who will be the audience – other groups? other classes? parents?
- DEFINE – Inform students on how their group will present their project
- SHARE – Have students share their project
- EXTEND – Consider adding one of the extension buffet activities



PILOT

To qualify for the \$100 honorarium for completing the pilot of this project you need to:

- Utilize the lesson resources with your class
- Provide feedback on the resources used
- Complete the request for honorarium form

Lesson resources include:

- Prep
- Invite
- Waste
- Energy
- Water
- Transport
- Food
- Design & Build

Where do I share my feedback? Scroll to the bottom of each lesson webpage and record your feedback in the comments section. Press the POST COMMENT button to share your feedback. If you would prefer to record your notes on paper before uploading them online, use our Teacher Guide document.

When should I complete my feedback? It is important to provide feedback in a timely matter. Please take a few minutes shortly after delivery to share your feedback.

What type of feedback do you want? We want to know both what REALLY WORKED and what really NEEDS WORK. Please use a minimum of 250 characters to share your thoughts and experiences in teaching this lesson. We can't wait to hear what you think. Thanks for sharing your brilliant mind and experience with us.

How do I get my honorarium? Teachers who utilize the resources and complete the feedback form at the bottom of each lesson page and complete the honorarium request by June 30th, 2022 will receive a \$100 honorarium for sharing their time, experience, and brilliant minds with us. We will send an e-transfer to you with your honorarium.

Who will see my feedback? Your comments will show on the bottom of the lesson page. Only the other teachers participating in the pilot and the BR lesson development team will see your feedback. It is not public. All feedback from the pilot will be deleted after the pilot is complete.

What will happen with my feedback? We will use your comments in the feedback section to help adapt and improve the Beyond Recycling Community of the Future teacher resources.