



## EcoChallenge Curriculum Links

The EcoChallenge is woven throughout the BR program and offers student-based action projects in five ecological footprint areas (waste, energy, water, transportation and food). These hands-on activities aim to inspire action and model changing behaviour.

EcoChallenges offer the students a chance to take a leadership role, work through the design process to solve a real life problem, and take ecological responsibility for their actions. These can be done within the class, within the school, and/or within the home, with many connections to the curriculum.

Due to the flexible nature and breadth of options, there may be more curriculum links than are suggested below. Most EcoChallenge action projects can address all the **Core Competencies** (Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness & Responsibility), but the strongest link is Social Responsibility.

**PS**

### Social Responsibility

1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. Building Relationships

## EcoChallenges are about Design...

Students develop a plan of action to address a selected problem or issue relevant to them, developing foundational mindsets and skills in design thinking and making. Relevant Curricular Competencies are found in **Social Studies** and the **Applied Design, Skills, and Technologies** course.

In **Social Studies**, students must develop a plan of action to address a selected problem or issue by: Collecting and organizing information to support a course of action, and Individually, or in groups, implementing a plan of action to address a problem or issue.

In **Applied Design, Skills, and Technologies**, students are to experience the design process in a minimum of three modules from list supplied in the BC Curriculum, or develop a new module with local content. This is a great opportunity to tackle a specific larger problem within your classroom or school, while working through the following process: Understanding context, Defining, ideating, Prototyping, Testing, Making, Sharing.

*“When we did talk about EcoChallenges and ideas, my class saw how easy and simple they could be, and how small changes do make a difference.”*



## EcoChallenges are about Goals & Personal Choices...

Most EcoChallenges are about making individual behaviour changes. Therefore, choosing what problem to solve is as much about personal choices as it is about classroom/school needs. Students need to choose wisely to ensure a realistic and achievable goal is set. For example, if students can't remember to recycle, it might not be a good idea to jump into a school-wide composting project. Start small to encourage positive outcomes.

*In Grade 5...*

Curricular Competencies around goals and personal choices are found in **Career Education**. Students will use goal-setting, problem-solving, and decision-making strategies to set realistic short- and longer-term goals, define a path, and monitor their progress. Students will also:

- Use innovative thinking when solving problems
- Make connections between effective work habits and success
- Appreciate the influence of peer relationships, family, and community on personal choices and goals

*In Grade 6...*

Curricular Competencies around goals and personal choices are found in **Career Education**. With good planning, goal-setting strategies, and collaboration, students will begin to understand how their individual actions connect to the larger community. Problem-solving and decision-making strategies will be used to:

- Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world
- Question self and others about the reciprocal relationship between self and community
- Use entrepreneurial and innovative thinking to solve problems
- Demonstrate leadership skills through collaborative activities in the school and community
- Set realistic short- and longer-term learning goals, define a path, and monitor progress

*"The Eco Challenge enabled my students to take on a school wide initiative where they put their leadership skills to use. The garbageless lunch that they orchestrated put their learning to valuable use by inspiring the younger kids at the school to start thinking of the environment a little bit more."*

*"I liked the EcoChallenges and some of my students took them very seriously!"*

*"The Garbage Weight Challenge had our class decreasing the amount of waste placed into the garbage (and not simply 'hiding' garbage in other school trash cans). As well, students were consciously deciding if 'waste' could be recycled by looking for the recycle triangle and number. Many students also started implementing a garbage free lunch on most days—very cool."*



## EcoChallenges are about Investigating...

By nature, EcoChallenges are experiments. Regardless of how they unfold, students are identifying problems to solve and making predictions about their findings.

**Science** Curriculum Competencies connect well with many EcoChallenges. Making observations, identifying problems, co-operatively designing projects, observing behaviour, evaluating results, and reflecting on experiences are all part of the process. EcoChallenges offer opportunities for:

### Questioning and predicting

- Make observations in familiar or unfamiliar contexts
- Identify questions to answer or problems to solve through scientific inquiry
- Make predictions about the findings of their inquiry

### Planning and Conducting

- Observe, measure, and record data, using appropriate tools, including digital technologies
- Processing and Analyzing Data and Information:
- Demonstrate an openness to new ideas and consideration of alternatives

### Evaluating

- Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations

### Applying and innovating

- Contribute to care for self, others, and community through personal or collaborative approaches
- Co-operatively design projects

### Communicating

- Express and reflect on personal, shared, or others' experiences of place

*"Students appreciated the fact that they were able to be a part of the design of the EcoChallenges. This helped with the "buy in" and they were proud of making a difference. I felt that the Eco Challenges added to the program by taking the information and applying it to a real life situation."*

*"They loved these ACTION sections of the program. It gets depressing learning about how we are damaging our planet, so it is critical to have action so the students feel empowered and like they are part of the solution instead of the problem."*