



## Grade 5 Sample Lesson Plan: Unit 1 – Healthy Environments

### SOLs

- 5.1.T Assess environmental health and safety issues in the community.
- 5.2.T Describe the consequences of an unhealthy environment.
- 5.3.O Recognize that all individuals have a responsibility to protect and preserve the environment.
- 5.3.P Develop a plan to work collaboratively with peers, families, and community groups to address community environmental issues.

### Objectives/Goals

- Students will analyze environmental health and safety issues and will act to address a community environmental issue.

### Materials

- White board or blackboard.
- Internet access

### Procedure

#### 1. Discussion and Activity – Human Activity and the Environment

- Introduce students to the role of human activity in polluting the environment, A visit to the interactive *ToxTown* <https://www.toxtown.nlm.nih.gov/> and/or some of the other resources identified at the end of this unit may be helpful.
- Reinforce the documented human health impacts of climate change due to human activity (e.g., CDC Climate Effects and Health <https://www.cdc.gov/climateandhealth/effects/default.htm#factsheets>)).
- Draw 2 columns on the display board;
  - Ask students to share ways they have seen people contributing to air, water, soil and noise pollution; list these responses in the first column.
  - Then ask students how they think these activities can be adjusted to reduce pollution – list these responses in the second column.

- Conclude by saying that, by modifying our activities, we each have the power to reduce damage to the environment.
- this reflects that even little contributions can improve the natural environment.

### 3. Discussion and Activity: Healthy and Unhealthy Environments

- Ask students – What aspects of your environment at home, school, in your community are healthy? What aspects of your environment are unhealthy?
- Have students brainstorm healthy and unhealthy aspects of their daily environment and discuss how getting involved in promoting healthy environments can improve their own health and the health of their communities (e.g., reducing tobacco smoke, reducing smog from cars/factories, promoting walkable environments and opportunity for physical activity, increasing access to fresh fruits and vegetables).
- Visibly document the discussion.
- Assign students to write a one page reflection about the benefits of a healthy environment to personal and community health.

### 3. Activity: Conservation in Action

- Engage students in a group or community activity to promote conservation (i.e., wildlife conservation, energy conservation, water conservation, land conservation) such as a recycling activity or a local park or school grounds clean up day.
- Have students work together to create rainwater containers from milk cartons or cans and host a brainstorming session during which students think about how they can use the rainwater in their classroom and around the school to save water.
- Assign students on a given day to try to conserve as much energy as possible while completing all necessary tasks (e.g., turning lights off, not watching television, limiting use of non-human powered devices such as the dishwasher or the car). Share their experience with the class.

### Assessment Idea

- Evaluate student participation in discussion and activities

### References

- CDC Environmental Hazards and Health Effects <https://www.cdc.gov/nceh/ehhe/>
- EPA Games and Quizzes <https://www.epa.gov/students/games-quizzes-and-more>
- EPA Learning and Teaching about the Environment: <https://www.epa.gov/students>
- KidsHealth “Ozone, Air Quality, and Asthma” <http://kidshealth.org/en/teens/ozone-asthma.html?ref=search#>
- NEA Environmental Activities and Resources <http://www.nea.org/tools/EnvironmentalEducationActivitiesAndResources.html>
- NIEHS- Your Environment- Your Health: <http://www.niehs.nih.gov/health/scied/teachers/>
- NIEHS- Kids Environment- Kids Health: <http://kids.niehs.nih.gov/topics/reduce/>
- ToxTown <https://www.toxtown.nlm.nih.gov/>

- National Safety Council- Teacher’s Guide to Indoor Air Quality  
[http://www.ct.gov/dph/lib/dph/environmental\\_health/eoha/pdf/teachgde.pdf](http://www.ct.gov/dph/lib/dph/environmental_health/eoha/pdf/teachgde.pdf)
- Conservation Activities <http://www.doc.govt.nz/get-involved/conservation-activities/>
- “10 Fun Conservation Activities for Parents, Teachers, and Kids”  
<http://ecohearth.com/eco-zine/kids-and-family/1309-10-fun-conservation-activities-for-parents-teachers-kids.html>
- Videos
- Human Impacts on the Environment <https://www.youtube.com/watch?v=YXT-RTjTjew>
- Pollution (Land, Air, Water) <https://www.youtube.com/watch?v=vP3pbh-pu8>