

CITIZENSHIP

Teacher's Guide: GRADE 7 - Lesson 3

Eco-Town Challenge

Competency (according to TLS), Element and Performance Criteria

- **Element 4:** Solve problems with empathy and integrity to address personal, societal and environmental issues.
- **Performance Criteria 2:**
- Discuss possible examples of empathetic and integrity-driven solutions to environmental issues.
- Design and implement simple projects addressing environmental concerns with consideration of community impact.

Purpose of activity

This activity will enable the students to work in teams to design a sustainable town while balancing environmental, economic, and social needs. They must make decisions that impact the preservation of natural resources.

Learning Outcomes

By the end of the lesson, students should be able to:

- Understand how different aspects of a town/village (e.g., transportation, housing, energy use, etc.) can affect natural resources and community well-being
- Understand that simple decisions about where to place features like parks, shopping malls, factories, etc... have direct impact on natural resources and community well-being
- Discuss the impact of their design decisions of their town/village on natural resource preservation by identifying potential environmental consequences and proposing mitigation strategies
- Propose a model of a sustainable town/village that integrates renewable energy sources, green infrastructure, and inclusive community planning, etc.

Resources and Materials for part 1 of the activity

- Whiteboard
- Bristol paper
- Pens/pencils/markers
- Coloured pencils/paint
- Recycled materials
- Glue

Teaching trajectories/ Implementation guidelines

It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.

Step 1: Scenario Setup

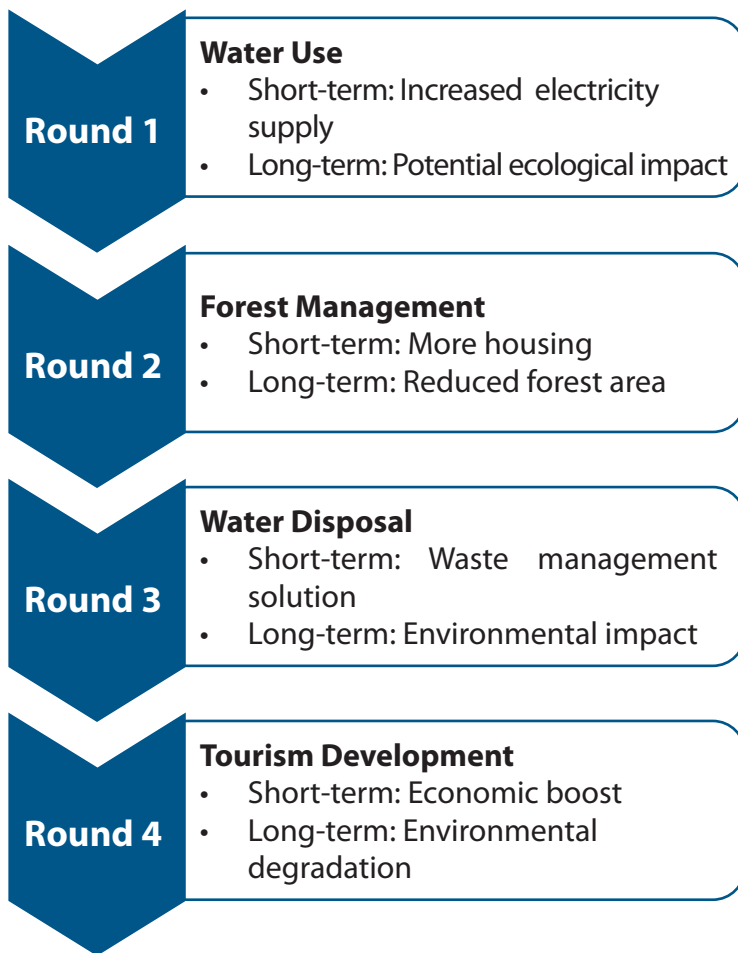
- Divide the class in groups of 4 – 6 learners.
- Each team is asked to draw a fictional town map on a Bristol paper with the following.
 - > A river
 - > A forest
 - > A mountain
 - > A coastline
 - > A small town/village
- Once they have completed the drawing of their town/village, they are told: *“Your town/village is growing. You must develop it while preserving its natural resources. Every decision you make will have consequences!”*
- On the same drawing/map, tell them to add new features and amenities that would reflect the growth of their town/village.

Step 2: Decision Rounds (Possible 4 Rounds)

- Examples of options that can be considered (other options can also be considered)



- Proceeding one round at a time, ask each group to consider possible options (not limited to the proposed options below) that can be considered in the growth of their town/village.
- Give enough time for the learners to think, share, and discuss in each round.
- Members in each group are required to jot down their ideas in the provided template (Template 1).
- Once all four rounds (minimum) are completed, each group's members need to present their ideas (with their drawing/map) to the class.



- Once all groups have presented their new town/village, proceed one round at a time, and ask each group to consider possible consequences (not limited to the proposed consequences) of their choices for the expansion of their town/village.
- Give enough time for the learners to think, share, and discuss in each round.
- Members in each group are required to jot down their ideas in the provided template (Template 2).
- Once all four rounds (minimum) are completed, each group's members need to present their ideas (with their drawing/map) to the class.

Step 4: Presentation

- Each team presents:
 - > Their town's final state
 - > The reasoning behind their decisions
 - > What they learned about the possible consequences of their decisions on natural resources

Assessment:

- Level of participation in class discussions.
- Level of creativity and critical thinking.
- Ability to show respect and empathy while working collaboratively.
- Appropriateness of communication skills.