



TAKE CARE OF TEXAS: EDUCATOR MATERIALS

## LESSON PLAN

# Good Choices, Healthy Earth

### Objectives:

Students will identify and sort good and not-so-good choices for taking care of the Earth and the environment.

### Prerequisites:

No prerequisites required.

### Duration:

30 to 45 minutes

### Materials:

- Large chart paper or butcher paper
- Markers (green and red if possible)
- Tape or sticky notes
- Optional: green and red dot stickers, crayons

### Introduction:

Set up an anchor chart with the title, "How We Take Care of the Earth." Split the chart into two columns, one column titled, "Good Choices" and the other side titled, "Not-So-Good Choices." Use visual cues like thumbs up/down or smiley/sad faces to help students visualize each choice. Ask students the following questions and give students time to think/pause/respond.

- "What is Earth?"
- "What do you see outside?"

Guide answers toward: Water, Air, Animals, Trees, and Land. Say: "Earth is our home. Today we're going to learn how our choices can help or hurt our environment."



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## Procedure:

Explain that the environment is everything around us: the air, water, land, plants, animals, and people. Some choices help the Earth. Some can hurt it. Give the following example, “Leaving the water running, does that help or hurt the Earth?” Students can respond thumbs up or down and have students explain their responses. Show students the anchor chart and explain they will be looking at actions that fit in one or the other columns. It’s their job to figure out the correct placement. Teachers can use the **Choices picture cards** or create your own using the examples below. Show one at a time and read it aloud. Ask: “Is this a good choice or a not-so-good choice for the Earth?” Have students explain their thinking, answer “Why do they think that?” and place it on the chart together.

### Good Choices

- Turning off water
- Picking up trash
- Recycling
- Walking on paths
- Reusing items (water bottles, bags)

### Not-So-Good Choices

- Littering
- Wasting water
- Leaving trash outside
- Damaging nature
- Using too much plastic

### Student Participation Activity

Choose between the following options for students to apply their learning from the anchor chart.

#### Option A: Act It Out

Say an action:

- If students think it HELPS, have them act out the action on repeat.
- If students think it HURTS, have them act out the action and FREEZE.

#### Option B: Draw and Share

Have students pick an action, then pick one:

- Draw the action
- Draw how the action would look at home

Post the drawings on a bulletin board to share.

### Review

Ask students, “What are some good choices we learned today?” Give students time to think/pause/respond. Have students turn and talk with each other to answer the following question, “How can YOU help the Earth?” End with a chant: “Good choices help our Earth!”

## Assessment:

Assessments can be gathered from informal activities such as participation during sorting and oral responses. Formal assessments can be gathered from the drawings and/or the actions during the Act It Out activity.

## Glossary:

- Earth – the third planet from the sun and the planet we live on
- Environment – everything outside that is all around us
- Water – a natural resource needed to survive
- Trash – waste produced by humans
- Care – tending to something to make sure it survives
- Choice – an option you can do or not do

## Applicable TEKS:

- Kinder: Section 112.11.b. K.5B,G
- 1st grade: Section 112.14 b.1.5B,G; 11B,C

## Choices Picture Cards

