 **Activity: Reducing Ecological Footprint Advertisement**

**Description:**

This activity will follow the lesson where students learned what an ecological footprint is and

how to calculate it. Students will start by brainstorming ideas to reduce their ecological footprint

and their impact on the environment. Students will create, as a group, a visual, written/audio or

television advertisement to raise awareness on the topic ‘how can we reduce our ecological

footprint. There is at least a week between the first lesson and the second lesson for students to

work on their project, in the second lesson the students will be expected to present their

advertisement to their peers.

**Overall Expectations:**

•Students will analyse the ways in which natural systems interact with

human systems, and then make predictions about the outcomes of these interactions.

o This overall expectation is linked to the activity by the students making

predictions about the future in their advertisement if theirs and others’

ecological footprints are not reduced.

 **Specific Expectations:**

• Students will demonstrate an understanding of the terms and concepts

associated with regions (e.g. ecological footprint).

o This specific expectation is linked to the activity because it asks for students

to know what the terms and concepts (e.g. ecological footprint) connected to

regions – during the activity students are asked to describe how an ecological

footprint (if too high/is not reduced) will effect the environment and the world

around them.

• Students will demonstrate an understanding of what is meant by an

“ecological footprint”.

o This specific expectation is linked to the activity because it asks for students

to know what an ecological footprint is – during the beginning of the first

lesson in this set students review what an ecological footprint is.

**Planning Notes**

• Each student must have their ecological footprint calculated in the previous class.

• Can have a video recorder for the first lesson to record the television advertisements and

a TV/VCR combo to show them in the next class. (Can also be done without equipment –

have students act it out; this lesson is planned as if the TV/VCR and video recorder is

NOT available.)

• Can have a tape deck with recording capability to record the audio advertisements for

both classes. (Can also be done without equipment – have students read it; this lesson is

planned as if the tape deck is NOT available.)

• Must have poster paper, markers, rulers, etc. for students deciding to do a visual

advertisement.

• Have students groups already created (used in previous classes) – with varying abilities

and skill sets.

**Prior Knowledge Required**

This is the evaluate activity in a set of a three lesson group about ecological footprints. Students

are to build upon the terms and ideas formed in the previous lesson. Students will learn about

what an ecological footprint is, how it is calculated and why we calculate it. Students will draw

from their previous knowledge of climate change as well as from various natural and human

systems. This lesson is to be performed at the end of the year as a build up of the knowledge that

has been gained from all of the other lessons and will tie many of them together.

**Teaching/Learning Strategies**

1. Ask student whether or not they were surprised or not after calculating their ecological

footprint last class. If they were surprised, why? What did they think of calculating their

impact on the environment by using a number?

2. Get students to push their desks into their pre-formed groups.

3. As a group have students brainstorm how we could reduce our ecological footprint for

approximately 5 minutes. Have one person from each group write a suggestion on the

blackboard.

4. Take the answers up as a class and give feedback on each answer.

5. Tell students they are creating an advertisement visual, written/audio or television to raise

awareness on the topic ‘how can we reduce our ecological footprint’. They must do a

written rough copy and show this to the teacher and get feedback - also they are

instructed to hand this in when they present their final copy. The final mark will be a

composite of a mark that each group member gives each other for participation, a peer

critique and mark, and a teacher rubric evaluation.

a. For the groups doing the television commercial they will be expected to act out

their ad in front of the class.

b. For the groups doing the radio/written commercial they will be expected to read

out their ad in front of the class.

c. For the groups doing the visual advertisement they will be expected to present

their ad in front of the class.

6. For the rest of the first period students can work on their advertisement. The teacher will

walk around and help the students with their problems. Give the students at least one

week to compile their presentations, allow the last 5 minutes of the other classes during

this time for students to ask questions or identify problems with their advertisement. In

their advertisement students must:

a. State what an ecological footprint is.

b. How we can reduce our ecological footprint.

c. What may be the consequences if we don’t reduce our ecological footprints?

What could happen to humans, the environment, economy, etc. if we do not

reduce our ecological footprint?

7. For the first 15 minutes of the second class give time to students to finish their

presentations and organize themselves.

8. Hand out the peer assessment papers and have students mark the other groups on how

well they thought that the group did and give at least one creative criticism/comment

about the presentation.

9. Then have students present their advertisements and evaluate the students. After a group

is done hand them a group mark set of papers – get them to mark the other members in

their group secretly on how much effort they put into the final product, their teamwork

and if they did a fair amount of work.

**Assessment/Evaluation**

Tool Purpose Who Activity

Checklist diagnostic teacher question & answers

Checklist diagnostic student, peer, group questions & blackboard

Feedback diagnostic group advertisement

Rubric formative peer advertisement

Rubric formative teacher advertisement

**Accommodations**

• For students with writing difficulties – have them help design and/or use drawings on the

advertisement (visual). Also use a peer scribe for them to put their ideas to paper.

• For students with public speaking difficulties – have them help design and/or direct the

advertisement (audio/television).

Resources

• Textbook for help with terms.

• Print of each individual student’s ecological footprint from the previous class.

Example of a test question from lesson:

• List 3 ways that we can reduce our ecological footprint.