
TEACHERS' NOTES
wild dog
EARTH MATTERS
LOVING OUR PLANET
CAROLE WILKINSON • HILARY CRESP

EARTH MATTERS
LOVING OUR PLANET

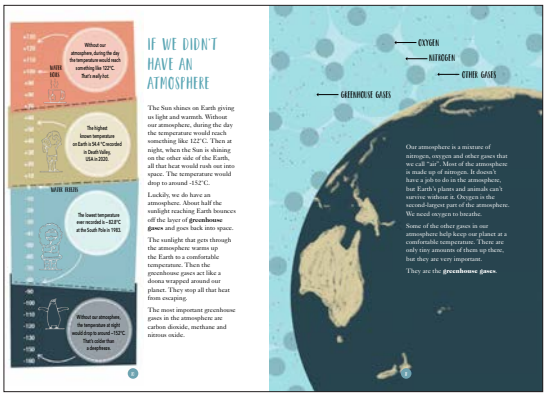
Synopsis
Earth Matters: Loving Our Planet clearly explains climate change and what we can all do to help our planet. It is a practical and reassuring text that shows young readers how they can make small changes, well within their power, that will have a big impact.

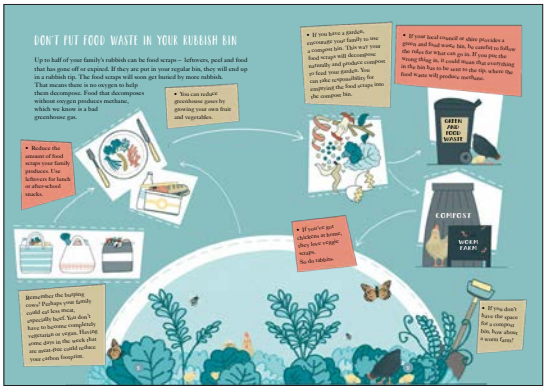
Specifications

Author	Carole Wilkinson	Binding	Hardback
Illustrator	Hilary Cresp	Reading level	8+
ISBN	9781742036014	Interest level	8+
Format	297mm x 210mm	Category	Non-Fiction
Extent	32pp + cover		

Writing style
Earth Matters: Loving Our Planet presents complex, scientific information in simple, direct language. The text, suitable for both establishing and established readers, explains climate change facts honestly and offers hopeful, practical ways for readers to make change.

Illustrative style
Earth Matters is illustrated by Hilary Cresp with clear, simple, engaging expository graphics. They perfectly explain sometimes complex ideas. The illustrations are pitched perfectly to young readers.





A healthy Earth matters, so this book is a must read!

PROFESSOR DAVID KAROLY
CLIMATE SCIENTIST
UNIVERSITY OF MELBOURNE

This beautiful book explains the science of climate change in a child-friendly way.

It helps children see how their own choices can make a tangible difference to the wonderful planet that is their home. I highly recommend this book.

LIBBY SKEELS
PSYCHOLOGIST
PSYCHOLOGY FOR A SAFE CLIMATE

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Study notes: Themes

- Descriptive words
- Conservation
- Climate change
- How human actions have changed the planet
- Renewable vs non-renewable
- The power of recycling
- Community
- Citizenship
- Protest
- Think before you throw away
- Think before you buy
- Think before you travel
- Changing our behaviour can make a big difference
- Anyone can make a difference
- The power of small actions

Curriculum link: Literacy

Before reading:

- Before looking at the cover, ask students why they think Earth matters.
- Ask each student to make a list of the ways they 'love' our planet. Discuss their findings as a group.
- Ask each student to consider the ways they may be harming our planet. Discuss their findings.
- Show students the cover and discuss their response to it.
- Ask students what they think climate change means. Can they think of examples of climate change from their own experiences, or from what they have seen in the news? Discuss their findings as a group.
- Create a list that the class comes up with of their ideas and any questions that arise. After reading the book, recheck the list.

While reading:

- Before reading, give each student a few sticky notes. Ask students to note any words they hear or questions they have that they'd like to share or ask. These can be collated and displayed on a noticeboard or poster. Their questions, lists and wonderings are an opportunity to assess current knowledge and will provide direction for discussions, investigations or presentations.

Curriculum link: ICT Capability

After reading:

ACTIVITY: Shrinking our carbon footprint

- Discuss with students the idea of a carbon footprint. What are the key areas that contribute to our carbon footprint? Are there simple changes we can make in our everyday life to reduce the size of our footprint?

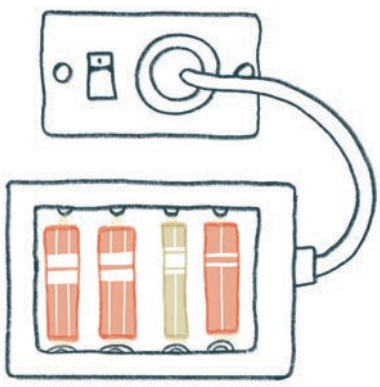
- Using electricity consumption as an example, have the class compile a list of ways they can reduce electricity usage at school, for example turing off lights when classrooms aren't being used, turning off appliances at the wall, minimising the use of air conditioning etc. Then have the class investigate whether these actions are being implemented around the school.

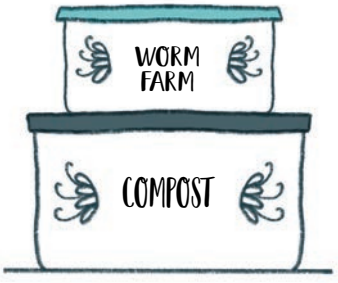
- Supply the students with baseline information about the school's monthly/quarterly/annual electricity usage. Once the carbon footprint-reducing actions have been implemented, compare electricity usage over a significant period of time. (NB: this experiment can be performed both during term and over the holidays. With the latter, for example. electricity consumption can be reduced by turning off fridges and freezers not in use for lengthy periods.)

- Based on their findings, have the students calculate the amount of money the school saved on their electricity bill by implementing these actions. Were they cost effective?

- As a homework assignment, have students estimate the size of their family's carbon footprint using a web-based calculator.

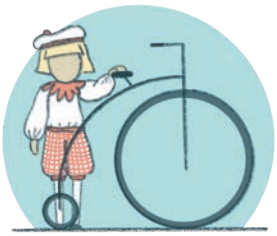
- Outside school, can students think of any other lifestyle changes they could make to reduce the size of their carbon footprint, for example becoming vegetarian, buying second-hand clothing, riding a bike instead of travelling by car, etc.





Curriculum link: ICT Capability (continued)

After reading:

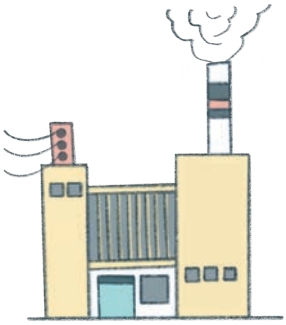


ACTIVITY: Hit the campaign trail

- Divide the class into small groups. Each group is to come up with a campaign aimed at reducing single-use plastic consumption at school. For example, lobbying the tuck shop to not sell drinks in plastic bottles, or students to not bring single-use bottles from home.

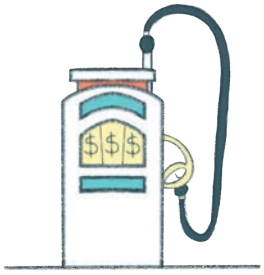
- Each group is to come up with different ways to drive their campaign and to engage broader student participation. This may include campaign posters and information leaflets, or organising student rallies and/or pledges.

- If possible, allow the students to implement and measure their campaign to see if there is any difference in the amount of single-use plastic consumed. (NB: using the plastic bottles example, the school would have to be willing to allow students to empty bins and count bottles. This would also need to be done before the campaign begins to get a baseline.)



ACTIVITY: Which letter is better?

- As a class, discuss other ways single-use plastic is unnecesarily used at school. For example, plastic straws or excessive plastic wrapping at the tuck shop. Have the class decide on their favourite example.



- Divide the class into small groups, then allocate each group one of the three broad text purposes: informative, persuasive and imaginative. Using the assigned text style as a guide, each group is to draft a letter to school council to change the way single-use plastic is being used. Once completed, have the class discuss the merits of each writing style and decide on the style(s) of writing they think would have the most effect i.e. outrage or persuasion with facts?

Curriculum link: ICT Capability (continued)

ACTIVITY: Debate your mates

- Divide the class into small groups. Allocate groups as *for* or *against* in the following debate topics:

  1) plastic wrapping of fruit and vegetables in supermarkets is excessive

  2) the ratio of rechargeable to non-rechargable batteries for sale in supermarkets needs to change

  3) all supermarket products past their use by date should be thrown into landfill

- After each debate, the teacher and audience will decide on a winner. After all debates are finished, have the class decide on which topic they would like to further pursue.

- Using their chosen topic, the class shall work as a group to draft a letter to their local supermarket asking for change. (NB: using the *Which letter is better?* activity as a guide, have the class discuss which form of letter they think would be best to adopt.)

- If possible, have the class organise a meeting with their local supermarket's Head of Sustainability (or whomever is appropriate) to present their letter. If this can be achieved, track the supermarket's response to the letter.

Curriculum link: ICT Capability (continued)

ACTIVITY: Take it up the chain

- Have the class decide on a single issue raised by the book, or these teachers' notes, in anticipation of composing a letter to local or state government seeking to create meangingful change. For example, could local or state goverment create legislation requiring supermarkets to reduce the amount of unnecessary plastic packaging? Or Officeworks and other retailers to increase the amount of rechargeable battery options they provide?

ACTIVITY: What's in a date?

- Divide the class into small groups. Each group is to research the terms *use by* and *best before* and how these relate to the food and drinks we buy. Discuss their findings as a class.

- Questions to consider include: what is the purpose of these terms? What does each one mean? When were they introduced? What did people do before they were used? What happens if a product is consumed after the recommended date? Are there other ways of making sure something is safe to consume if no dates are supplied?

ACTIVITY: Throwing away good intentions

- Have the class investigate what happens to rubbish and recycling at their school. Are their separate bins for both? Are their separate skips for both? How is rubbish and recycling removed from the school? Where does it end up?

- Prior to their investigation, discuss with the class the difference between landfill and recycling. Ask them where they think waste products at school would end up?

- Have the class research creative, alternative ways in which waste and recyclable products can be repurposed.

ACTIVITY: Too hard (waste) basket

- Some materials and items are difficult for schools to dispose of, such as batteries, toner cartridges, mobile phones, plastic bags etc. Have the class research where these types of items can be recycled, for example toner cartridges at Officeworks. If appropriate, have the class organise a recycling drive at school for these items.

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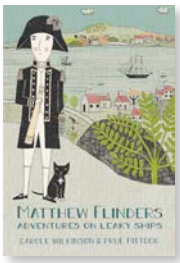
ACTIVITY: Compost or grow your own

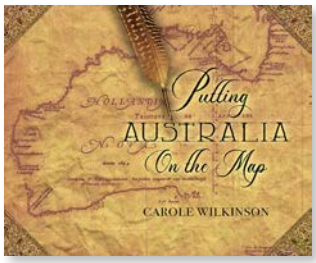
- Discuss with students the idea of composting. In small groups, have them research what items are well-suited to composting and which ones to avoid. What would it take for the class to generate compost at school?

- If possible, make a school compost bin. Students can bring suitable waste items from home, while waste items from the tuck shop, groundskeepers and general recess/lunch waste can also contribute. The compost can then be used to support school vegetation.

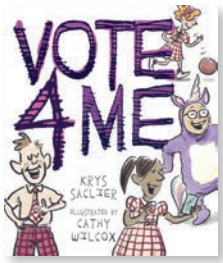
- Growing your own food stuffs can be a direct way of cutting out excessive plastic wrapping while also reducing your carbon footprint. Have the students research veggie gardens, and how these could be used in conjunction with the school tuck shop. If possible, create a school veggie garden.

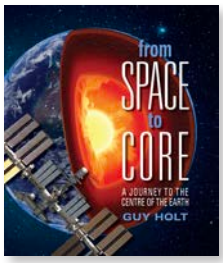
Also by Carole Wilkinson

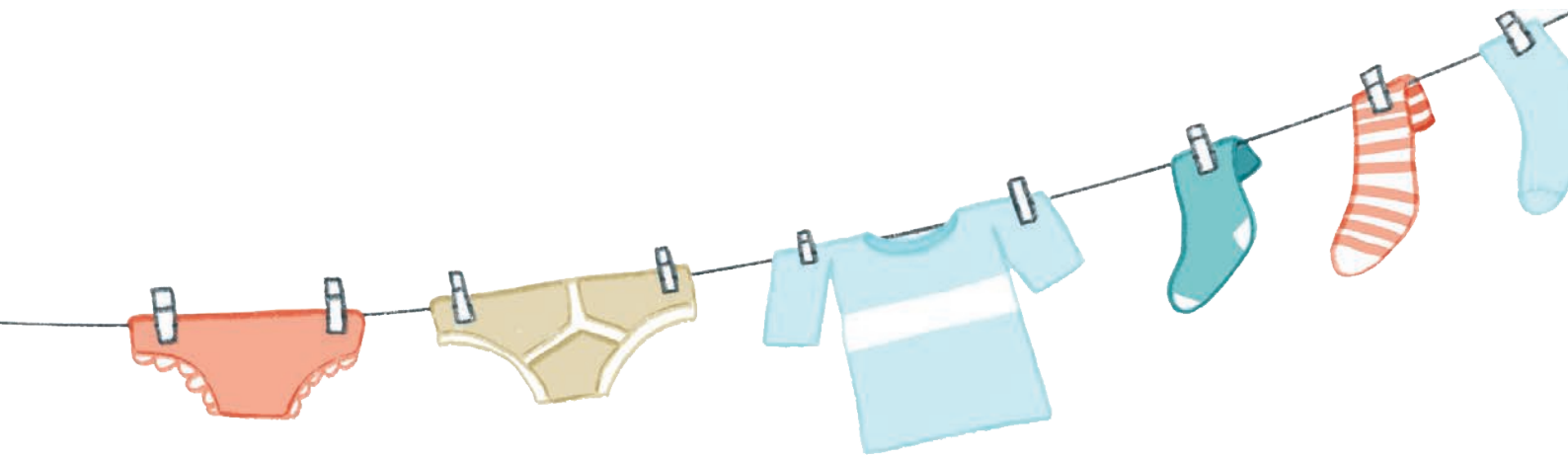




Other titles from Wild Dog







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