



EDUCATION FOR SUSTAINABLE  
DEVELOPMENT: KINDERGARTEN  
TO GRADE 4 POSTER ACTIVITIES

Introduction



# EDUCATION FOR SUSTAINABLE DEVELOPMENT K-4 POSTER ACTIVITIES

## A Declaration for Sustainable Living Poster, Kindergarten to Grade 4

This poster, which can be found (and ordered) at <[www.edu.gov.mb.ca/k12/esd/poster.html](http://www.edu.gov.mb.ca/k12/esd/poster.html)>, was created to inspire and encourage teachers and students in Manitoba classrooms to learn about, and to take action related to, sustainable development. It was designed to promote thoughtful discussion and informed decision making, and to encourage students to live a more conscientious lifestyle that contributes to quality of life for all—locally, nationally, and globally.

The K-4 poster was designed around the central declaration “The Earth is Our Home.” This declaration was adapted from the Earth Charter, which can be found at <[www.earthcharterinaction.org/content](http://www.earthcharterinaction.org/content)>. There is also a “Little Earth Charter” for K-4 students at <[www.edu.gov.mb.ca/k12/esd/lec.html](http://www.edu.gov.mb.ca/k12/esd/lec.html)>.

The images on the K-4 poster were selected to represent activities that relate to sustainable living. The poster has images of all four seasons, urban and rural settings with day and night images. The curvature at the top of the poster represents Earth, and all the students holding hands illustrate working together to achieve a sustainable future.

The words that surround the poster were taken from the K-4 Manitoba curriculum learning outcomes that relate to sustainability. These words have been captured in “word cards” that can be found on the Manitoba Education and Advanced Learning ESD website at <[www.edu.gov.mb.ca/k12/esd/pdfs/word\\_cards.pdf](http://www.edu.gov.mb.ca/k12/esd/pdfs/word_cards.pdf)>.

The website also has two sets of individual “picture cards” from the K-4 poster, which are available at <[www.edu.gov.mb.ca/k12/esd/pdfs/picture\\_cards.pdf](http://www.edu.gov.mb.ca/k12/esd/pdfs/picture_cards.pdf)>. The first set is not numbered and is intended for general use. The second set of cards is numbered, and the numbers correspond to the card numbering system of the connections in this document.

## Subject General Sustainability Connections

Many of the activities presented in this section promote an interdisciplinary approach to teaching by incorporating one or more subject areas into one learning experience.

The following are the Kindergarten ESD outcomes for social studies, science, and physical education/health education as an exemplar:

### **Social Studies:**

- The social studies curriculum helps students make decisions that reflect care, concern, and responsibility for the environment.
- Students begin their exploration of rights and responsibilities by looking at personal responsibility, cooperation, and living peacefully.
- Students examine how the natural environment influences their daily lives.

### **Science:**

- Students explore scientific inquiry and the design process.
- Students are encouraged to ask questions and to develop a curiosity about living things and events in their immediate environment.
- Trees, colours, and paper are three themes students explore.

### **Physical Education/Health Education:**

- Students explore personal and social management and healthy lifestyle practices and learn to appreciate and respect the natural environment while participating in physical activity.
- Students recognize the food guide rainbow, that food helps them grow and feel good, and that food and fluid are needed to support physical activity.
- Students recognize safety indicators in the environment.
- Students can also learn to recognize their range of emotions and connect health and happiness.

Specific learning outcomes for each grade can be found on the *ESD Correlation Charts of Student Learning Outcomes*, which can be found at [www.edu.gov.mb.ca/k12/esd/correlations/charts/index.html](http://www.edu.gov.mb.ca/k12/esd/correlations/charts/index.html).

## **Learning Experiences and Activity Centres**

The learning experiences and activity centres found in this section are presented in the order in which their themes appear in the foundation for implementation curriculum documents for social studies, science, and physical education/health education.

Some of the activities are designed

- as an introduction to a concept/theme
- to help students develop a concept or theme or to help students apply what they have already learned

The learning experiences are presented first, followed by the activity centres. Centres that correspond with a learning experience will include a reference to it. The corresponding picture and word cards are also indicated. A number of activity centres and learning experiences list only one or two picture/word cards. Where this is the case, teachers are invited to use the cards as theme

cards to be placed at the activity centre to draw students' attention to the subject of the activity.

In other activities or for learning experiences, you might wish to draw students' attention to the card or associated word/picture as it is shown on the ESD K-4 poster in order to provide an introduction to the topic/activity or to encourage discussion.

Each learning experience and activity centre description provides information about

- the outcome/intended learning that is targeted
- the materials that are required
- the directions
- suggested ways to assess student understanding of the outcome

## Assessment

The assessment suggestions are primarily formative—that is, they will help the teacher to notice the students' initial understanding and to recognize the acquisition of new or extended understanding. This information will help you to plan and adjust the next steps for students and to provide feedback to the students. Some of the observations might be recorded on checklists or anecdotally. Since these observations are focused on very specific outcomes from social studies, science, and physical education/health education, they will need to be considered with the other evidence you have gathered for those targeted outcomes when the time comes to determine the students' final understanding.

**Note:** The science, social studies, and physical education/health education foundation for implementation curriculum documents also include many excellent suggestions for lessons that promote a sustainable development approach to living. These documents can be found at [www.edu.gov.mb.ca/k12](http://www.edu.gov.mb.ca/k12).

We hope you enjoy these activities with your students. If you have any questions, comments, or ideas that might enhance these activities, please contact the ESD consultant for Manitoba Education and Advanced Learning at 204-945-6156 or toll-free at 1-800-282-8069, ext. 6156.

