



# Activity Guides

## Ecoliteracy 101

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Environmental Conservation and Sustainability

Duration: 3 hours | LO Codes: TTL 2-2, TTL 2-6



Photo by Singkhan from Pexels

## Note to the Teacher

Hello Teacher! This set of asynchronous and synchronous activities can be used as your week's lesson plan on ecological sustainability. It was designed to help increase awareness of environmental issues, specifically conservation, protection, sustainability, and development. They will learn how to make decisions related to these topics through simulations. By the end of the activities, students are expected to have a better appreciation of the value of environmental sustainability.

## Learning Outcomes

**TTL 2-2:** Develop project- and problem-based, collaborative plans and activities in various subject areas using technology tools.

**TTL 2-6:** Use technology tools to collaborate and share resources among communities of practice.

# Overall Learning Journey

 Approx. 3 hours / 1 week (Class + Homework)

Inquire	Acquire	Practice	Discuss
<b>Eco-Inventory</b> Class OR Homework	<b>Watch and Learn</b> Homework	<b>Laro Tayo!</b> Class	<b>Chit-Chat!</b> Class

## Detailed Learning Journey

### Eco-Inventory (Inquire) | 10 minutes in class or homework

- Learners will get a sheet of paper and divide it into two columns: What we know and what we want to know about the current environmental problems we are facing right now.

What we know:	What we want to know:

- Once done, they will answer the following guide questions:
  - What do we know about the context?
  - Have you had personal experience with this?
  - What are the sources of the problem?
  - Who is affected? What is affected?
  - What do we want to know about the problem?

### Watch and Learn (Acquire) | Homework

- Learners will watch one video centered around environmental issues and sustainable development. Some suggested videos are:
  - [Causes and Effect of Climate Change](#)
  - [Philippines Climate Change 2021](#)

## Community Game: Who's at stake? (Practice) | 1 hour

- In this activity, students will pretend that they are stakeholders addressing a climate change problem within their community. Here are some suggested mechanics:
  - **Break out:** Students will break out into small groups;
  - **Assigning roles:** Each group can select their roles randomly. Some roles can include meeting facilitator, community leader, youth, local government, and business owners;
  - **Stating the problem:** Once they have picked their roles, the meeting facilitator will state the climate change problem to the group. This problem can be based on their Eco-Inventory items;
  - **Negotiation:** Each stakeholder will propose solutions based on their perspective on the problem. For example, a community leader may propose to protect the trees that provide them fruits while a business owner will propose a compromise to allow them to cut trees for timber products. They can use brainstorming tools like Padlet, Miro, Mural, or JamBoard;
  - **Compromise:** The group will come up with a compromise solution while weighing the pros and cons they listed down in their brainstorming tool.
- Once the roleplaying session is done, they can let go of their roles and discuss what they just went through. Some guide questions are:
  - How did the stakeholders interact with each other?
  - What were the compromises that you had to make? How did you agree?
  - Are you satisfied with the decision of the group? What can be improved?
  - How can you apply what you have learned from this activity to your own community?

## Chit-Chat! (Discuss) | 20 minutes

- In this activity, learners will discuss and exchange insights about sustainable development. Some guide questions to help them with the discussion are:
  - What actions do you have to do to have a sustainably developed community?
  - Describe the current world around you –how it looks, how it feels, what you smell, and hear. Who do you encounter? Are there similarities and differences?
  - How do you react to these situations?
  - What can you say about people's attitudes, based on the things they say and do?
  - What problems do they experience?

## Digital Tayo Modules

The Digital Tayo modules are a great supplement to this activity. You may take your lesson on Ecoliteracy further by introducing activities that get students thinking about how they can use technology to advocate for the environment. Here are some lessons that we recommend, but feel free to look through the Digital Tayo website to select particular lessons that you want to use.

### Digital Empowerment Module

Topic	Lesson	Lesson objective description
Communication Skills	<a href="#"><u>Lesson 1: Advocacy and Making Change</u></a>	Students will learn about the concept of advocacy by identifying an issue that affects their community.
Social Literacy, Cyber Literacy, Communication Skills	<a href="#"><u>Lesson 2: Building Your Advocacy Network</u></a>	Students will learn how social networks can be leveraged to promote advocacy efforts.
Communication Skills, Media and Information Literacy	<a href="#"><u>Lesson 3: Raising Awareness Through Media</u></a>	Students will learn about and identify ways in which various types of media can be used to promote awareness around an issue.
Cyber Literacy, Media and Information Literacy	<a href="#"><u>Lesson 4: Hashtags</u></a>	Students will learn how hashtags have been effective in promoting social movements. Students will also identify how hashtags on social media can help raise awareness about an advocacy issue.
Communication Skills	<a href="#"><u>Lesson 5: Time for Action</u></a>	Students will learn how to develop an initial plan for their own advocacy campaign.
Social Literacy	<a href="#"><u>Lesson 6: Exploring Your Personal</u></a>	Students will reflect on their personal values and how these impact their lives and future plans.

## Suggested Resources

These resources are online courses, articles, videos, and toolkits that you can share with your students to guide them in the process of identifying real word problems and challenges. Some references provide theoretical readings for TTL 2 such as the different frameworks for 21st Century Learning. There are also suggested resources on collaborative pedagogy to support you in designing collaborative activities for your students.

Topic	Resources
<b>Ecoliteracy</b>	<a href="#">What is Ecoliteracy?</a> <a href="#">Center for Ecoliteracy: Ecological Education</a> <a href="#">Cultivate Social and Emotional Skills with Ecoliteracy</a> <a href="#">Outdoor and Environmental Education: Resource Roundup</a>
<b>Project-Based Learning</b>	<a href="#">Five Keys to Rigorous Project-Based Learning</a> <a href="#">Center for Ecoliteracy: Teaching Strategies</a> <a href="#">How PBL Taps Into the Science of Learning and Development</a> <a href="#">Using PBL to Boost Online Engagement</a> <a href="#">How PBL Helps Students Engage With the World Around Them</a>
<b>Problem-Based Learning</b>	<a href="#">Solving Real-World Problems: Bringing Authentic Context to Learning</a> <a href="#">Problem-based learning</a> <a href="#">Center for Teaching Innovation: Problem-Based Learning</a>