



Elementary Schools Program 2015-2016

Funded by the Ontario Trillium Foundation



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Our Local Environmental Group Partners



Based in Burlington, Ontario, Canada, BurlingtonGreen is a non-profit, non-partisan, environmental organization. Through AWARENESS raising, ADVOCACY and ACTION, we aim to mobilize individuals, groups, business and governments to make Burlington a leader in creating a healthy, environmentally responsible city.



Founded in 2007, we've been active in the community, creating, coordinating and participating in events, projects and other environmental initiatives.



Oakvillegreen Conservation Association (OCA) is a non-profit advocacy environmental organization with a 15-year history of protecting and enhancing nature and promoting a green Oakville. Since 2004, we have engaged thousands of volunteers in enhancing local parks and planted 17,000 trees and shrubs. Our free, grade K to 12, curriculum-connected school programs, have been delivered to thousands of students each year since 2010 and we have facilitated 14 schoolyard naturalization projects in Oakville.

Introduction

Welcome to the Halton Green Screens School Program for 2015-2016! Halton Green Screens shows environmental films paired with discussions, workshops, guest speakers, and/or lessons. We will often partner with other community organizations for the delivery of the workshops.

Program Goals:

- Raise awareness of environmental issues among children and youth
- Cultivate individual and collective action for the environment
- Inspire students to take the lead on community action, but provide support following the event

We hope you will be able to find materials to suit your needs, whether you are a student looking for programming for your school's Eco Team to present or a teacher looking for classroom materials.

Events will be scheduled on a first come first served basis, dependent on funding. Our budget for this year covers 18 school events, but we are happy to surpass this goal as long as we can stay within budget. If you are interested in a particular film or workshop but do not see connections to your desired grade level or subject, let us know and we will accommodate you if possible.

We are always looking for new activities and potential films. If you have suggestions or any feedback to this or our program, please contact us.

How to Use This Guide

Search the table of contents by theme to see recommendations to accompany your selection. Descriptions of films and most workshops are included separately, and can be accessed by clicking the film or workshop names in each section. You can also click on the item in the table of contents to jump directly to the page you need. The appendix includes specific curriculum links as they pertain to each film. At the end of each film description is a link that will direct you to the appropriate curriculum links.

Contact Information

For questions, comments, or to book a screening, contact Heather Govender, the Program Coordinator for Halton Green Screens:

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Program Options by Theme



Films	Curriculum Ties	Workshops/Activities
<p>What's On Your Plate?</p> <p>Growing Cities</p> <p>Dirt! The Movie</p> <p>Just Eat It – A Food Waste Story</p> <p>The Magic School Bus In a Beehive</p> <p>The Magic School Bus Meets the Rot Squad</p>	<p>Gr. 3: Social Studies</p> <p>Gr. 3& 4: Health and Physical Education, Science and Technology</p> <p>Gr. 5&6: Science and Technology, Social Studies, Health and Physical Education</p> <p>Gr. 7&8: Science and Technology, Geography, Health and Physical Education</p> <p>Curriculum Ties in the Arts or English</p>	<ul style="list-style-type: none"> • Bean Garden • Composting Workshop • Enviro-Ethics • Where Does Your Food Come From? • The True Cost of a Pizza



Pollinators/Habitat Conservation



Films	Curriculum Ties	Workshops/Activities
<p>FernGully: The Last Rainforest</p> <p>Error: Reference source not found</p> <p>The Lorax (TV Short)</p> <p>Vanishing of the Bees</p> <p>Just Eat It – A Food Waste Story</p> <p>The Magic School Bus In a Beehive</p> <p>The Magic School Bus Meets the Rot Squad</p>	<p>K: Science and Technology, Language</p> <p>Gr. 1-4: Science and Technology</p> <p>Gr. 2: Social Studies</p> <p>Gr. 5&6: Science and Technology, Social Studies</p> <p>Gr. 7: Science and Technology</p> <p>Gr. 8: Science and Technology, Geography</p> <p>Curriculum Ties in the Arts or English</p>	<ul style="list-style-type: none"> • Discussion about the importance of pollinators (to ecosystems, to society, to food security) • Discuss fears, and how human activities impact pollinators • Bean Garden • Enviro-Ethics • Fox-Rabbit-Leaf • “Migration Headache” • Nature Walk • Oh Deer! • Pollinator Gardens • Seed Bombs • The True Cost of a Pizza



Waste



Films	Curriculum Ties	Workshops/Activities
<p>The Lorax (TV Short)</p> <p>The Clean Bin Project</p> <p>Just Eat It – A Food Waste Story</p> <p>The Magic School Bus Meets the Rot Squad</p>	<p>K: Language, Science and Technology</p> <p>Gr. 1-3: Science and Technology</p> <p>Gr. 2: Social Studies</p> <p>Gr. 4&5: Science and Technology, Social Studies</p> <p>Gr. 7: Geography</p> <p>Gr. 8: Science and Technology, Geography</p> <p>Gr. 6-8: Language (Media Literacy)</p> <p>Curriculum Ties in the Arts or English</p>	<ul style="list-style-type: none"> • Composting Workshop • Contest: Decrease Your Waste • Discussion on how the film relates to real life • Discussion on ways to cut down waste • Enviro-Ethics • Making Personal Care/Cleaning Products • Debate (Greenwashers) • The True Cost of a Pizza



Water



Films	Curriculum Ties	Workshops/Activities
<p>Just Eat It – A Food Waste Story</p> <p>Cold Amazon</p>	<p>Gr. 5&6: Science and Technology, Social Studies</p> <p>Gr. 7&8: Science and Technology, Geography</p> <p>Curriculum Ties in the Arts or English</p>	<ul style="list-style-type: none"> • Discussion about how we are connected to the ocean • Enviro-Ethics • Water Footprints • The True Cost of a Pizza

Workshops



Bean Garden

Recommended grades: K-8

Subjects: Science, Social Studies, Health and Physical Education, Math

Suggested Films: Dirt! The Movie; Growing Cities; Revolution; What's On Your Plate?; Story of Solutions; The Magic School Bus Meets the Rot Squad; The Magic School Bus In a Beehive

Students have the opportunity to plant an edible garden with a focus on beans, peas, and other fast-growing vegetables. This allows them to start the garden in early March and harvest before the end of the school year. Mathematics can be integrated into the planning of the garden by asking students to determine area of the garden, volume of soil required based on the area and desired depth, mass of soil required based on density, mass of soil and compost based on required ratio, etc.

Return to: Food



Composting Workshop

Recommended grades: K-8

Subjects: Science, Social Studies, Math

Suggested Films: Dirt! The Movie; The Clean Bin Project; Story of Solutions; The Magic School Bus Meets the Rot Squad

Students start and maintain their own vermicomposter (worm composter) in the classroom. If properly maintained, a vermicomposter does not have an odour. Students may be motivated to bring healthier snacks to school to feed the worms with their food waste. Alternatively, the workshop can focus on starting and maintaining an outdoor composter.

For schools in Oakville, this workshop is offered through a partnership with [Oakvillegreen Conservation Association](#).

Return to: Food Waste



Contest: Decrease Your Waste

Recommended grades: K-8

Subjects: Science, Social Studies, Math

Suggested Film: The Clean Bin Project, What’s On Your Plate?; Story of Solutions; Story of Stuff; Story of Bottled Water; Let’s Ban the Bead!

This contest can be done between individuals within a class, or between classes within a grade or school-wide. We encourage the school to continue their waste-reductions efforts after completion of the contest. This could also be extended to include community service or community outreach activities. Curriculum ties can be made to some streams of math by having students calculate how much of different kinds of waste they think are produced by their entire class, the entire school, their community, etc. over the course of a year. During the 2015-2016 school year, we also encourage schools to join the Halton Green Screens #HaltonWasteChallenge.

Return to: Waste



Enviro-Ethics

Recommended grades: K-8

Subjects: Social Studies, Sciences, Language Arts

Suggested Films: Dirt! The Movie!; Growing Cities; FernGully: The Last Rainforest; Greenwashers; Revolution; The Clean Bin Project; The Lorax; Vanishing of the Bees; What’s On Your Plate?; The Magic School Bus In a Beehive; Story of Stuff; Story of Solutions

Students will be able to distinguish between actions that are harmful and beneficial to the environment and evaluate the appropriateness and feasibility of making changes in their own behaviours. The group brainstorms positive commitments they can make, at the individual level, the classroom level, the school level, the community level, and/or the national or global level. For grades K-3 we recommend a focus on the individual and classroom levels only. If desired, the group can take their actions further and implement them in the community. Adapted from Project Wild, Canadian Wildlife Federation.

Return to: Food Pollinators/Habitat Conservation Waste Water

Fox-Rabbit-Leaf

Recommended grades: 2-8

Subjects: Science

Suggested Films: Revolution, Vanishing of the Bees; The Magic School Bus In a Beehive

Students play an active game that demonstrates the ‘balances’ in nature between species. Many rounds are played with discussion occurring after each round or every couple of rounds. Populations will be recorded at the end of each round to graph the results and discuss the impact population numbers have on this food web.

Return to: Pollinators/Habitat Conservation

Making Personal Care/Cleaning Products

Recommended grades: 2-8

Subjects: Science, Social Studies, Math

Suggested Films: Revolution; The Clean Bin Project; Story of Cosmetics; Story of Solutions; Story of Stuff; Story of Bottled Water; Let’s Ban the Bead!

Students make their own personal care products or cleaning products. Each student will receive a booklet of recipes to take home with them. Products will be chosen based on subject and grade, with the more complex products offered only to older students.

Return to: Waste

“Migration Headache”

Recommended grades: 4-8

Subjects: Science, Social Studies, Health and Physical Education

Suggested Film: Vanishing of the Bees; The Magic School Bus In a Beehive

This activity is best done outside, but could be done in a large indoor space. Students role play a particular pollinator species during migration. The system is perturbed in different ways to illustrate the impact of human development, pesticide use, and habitat destruction on pollinator populations. Adapted from Project Wild, Canadian Wildlife Federation.

Return to: Pollinators/Habitat Conservation

Nature Walk

Recommended grades: K-8

Subjects: Science, Physical Education,

Suggested Films: Revolution; Vanishing of the Bees; The Magic School Bus In a Beehive; The Magic School Bus Meets the Rot Squad

Students walk outside on school property and identify pollinator species. Depending on the grade level and subject, they may also identify other animal species or plant species, and they may study the pollinator habitats and population densities. Completing this activity on school property helps make the point that nature is all around us, rather than something that is far removed from us. Please inquire if you would like to arrange a nature walk off of school property.

Return to:

Oh Deer!

Recommended grades: 3-8

Subjects: Science

Suggested Films: Revolution; Vanishing of the Bees; The Magic School Bus In a Beehive

Students play an active game that highlights the importance of food, water and shelter for all living things, not just human beings. Many rounds can be played with discussion and recording the deer population at the end of each round. Once many rounds have been played, students can graph the population numbers and draw conclusions as to the population fluctuations. Adapted from Project Wild, Canadian Wildlife Federation.

Return to: Pollinators/Habitat Conservation



Pollinator Gardens

Recommended grades: K-8

Subjects: Science, Social Studies, Math

Suggested Films: Dirt! The Movie; Revolution; Vanishing of the Bees; The Magic School Bus In a Beehive

Students plant a pollinator garden on the school property. They have the option to research pollinator life cycles and plan the garden themselves, or to plant a “pop-up” pollinator garden (Oakvillegreen Conservation Association) using a kit. Mathematics can be integrated into the planning of the garden by asking students to determine area of the garden, volume of soil required based on the area and desired depth, mass of soil required based on density, mass of soil and compost based on required ratio, etc.

If it is not feasible to plant a garden at the school, it may be possible to arrange for the students to volunteer in a community garden.

At this time, workshops to implement pollinator gardens on school property can be offered only to a limited number of schools. For schools in Oakville, these workshops are offered through a partnership with [Oakvillegreen Conservation Association](#).

Return to: Pollinators/Habitat Conservation



Seed Bombs

Recommended grades: 1-8

Subjects: Science, Social Studies, Art

Suggested Films: Dirt! The Movie; FernGully: The Last Rainforest; Revolution; The Lorax; Vanishing of the Bees; The Magic School Bus In a Beehive; Story of Solutions

Students make “seed bombs” by embedding seeds from native plant species within balls of soil and clay. They students can spread the seed bombs around the school yard, at their homes, or at other appropriate locations. The workshop can be adapted for an art class by having the students make small, environmentally-inspired sculptures and photographing them before spreading them.

For schools in Oakville, this workshop is offered through a partnership with [Oakvillegreen Conservation Association](#).

Return to: Pollinators/Habitat Conservation



The True Cost of a Pizza: A Foodprint Analysis

Recommended grades: 4-8

Subjects: Science, Social Studies, Geography, Math

Suggested Film: Just Eat It! A Food Waste Story; What's On Your Plate?; The Magic School Bus Meets the Rot Squad; Growing Cities; Story of Solutions

The food we eat has an incredible impact on the planet. From production, to energy use, to embodied water, processing, and transportation, how we eat literally changes the world. From an environmental standpoint agriculture is one of the most impactful activities humans engage in. Once the ultimate solar economy and a net carbon sink, globally agriculture accounts for 70% of all freshwater usage, is currently responsible for 30% of all greenhouse gas emissions and is a key driver of habitat and biodiversity loss.

This presentation takes students on a journey through the food system by tracing the story of a common, highly-processed staple of kid cuisine: pizza. By tracing the different aspects of energy use, transportation, water use, and other environmental impacts, this activity will provide an introduction to the concept of a “foodprint.” This term refers to the hidden costs associated with the entire process of food production from field to fork. Finally, after students understand the concept of a foodprint, we will briefly cover the implications of this on understanding food waste. Did you know that approximately 1/3 of the food fit for human consumption is wasted globally? In Canada, a staggering \$31 billion worth of food is lost through the food chain, with 47% or \$14.6 billion generated in the home (2014). With related costs such as labour and energy, the estimated true cost of food waste is \$107 billion! Food waste occurs along each step of the food chain for many reasons from overproduction, unharvested “imperfect” crops, improper storage and handling, excessive serving portions, to confusion over food labels. Each stage contributes to this problem, but every stage can benefit from creative solutions. By connecting the idea of foodprints to food waste, students will be encouraged to consider the impact of their actions by conducting a garbage audit at home or at school. The presentation can be tailored to fit a wide range of topics: from sustainability, to climate change, water use, and biodiversity.

Water Footprints

Recommended grades: 2-8

Subjects: Science, Social Studies, Geography, Math

Suggested Film: Revolution; Cold Amazon

Students try to calculate the amount of water they use in a day, a week, or a year. They try to think of all ways that they use water and come up with a way to estimate their total.

Each student then gets a card that either lists a way we use water, or has a volume in litres. The students take turn reading their cards and the other students respond by reading their own card if they think it provides the answer. After completing the activity, the students can re-evaluate their estimates for their own water usage. This can be followed up with a discussion or brainstorm on how we can reduce our water usage.

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Where Does Your Food Come From?

Recommended grades: 1-8

Subjects: Science, Social Studies, Health and Physical Education

Suggested Films: Dirt! The Movie; Growing Cities; Revolution, What's On Your Plate? Just Eat It – A Food Waste Story

Students consider a meal they've eaten recently, possibly their lunch that day. They try to trace one or more food items all the way back to their origins, accounting for all energy and resources they think went into getting the food into their lunch.

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Curriculum Ties in the Arts or English



All themes and films can be connected to the Arts, Music, Drama, or English by integrating one or more of the following activities into the programming:

- Base an art assignment off of the film, including but not limited to assignments in drawing, painting, sculpting, mixed media, dance, drama, photography, and film
- Write a musical piece in response to the film
- Relate the film or topic to mainstream music or media
- Write poetry, short stories, essays, or spoken word in response to the film
- Write a critical essay supporting a particular argument to do with the theme of the film

Any of these activities can focus on one or more of the following:

- Educating the public
- Expressing your thoughts, feelings, or opinions about the environmental theme of the film

With permission from the students, teachers, and school, copies of these works may be posted on our website, our Instagram page, our Facebook page, or our Youtube channel.

Future opportunities in the Arts and English



As we grow our program, we are working towards including options for students to participate in environmental art exhibits, poetry slams, and documentary contests. Some of these options may be available for the 2015-16 school year. Please contact us to express interest or to obtain more information.

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Films

Cold Amazon



Length: 22 min

Release year: 2009

Themes: Water, Sustainability

Recommended grades: 4-8

Rating: N/A

Website: gordonfoundation.ca

Synopsis: Narrated by celebrated northern journalist Paul Andrew, Cold Amazon tells the story of Canada’s massive Mackenzie River Basin. At 1.8 million sq. km, covering three provinces and all three territories, the Mackenzie plays a significant environmental, economic and spiritual role that stretches far beyond its borders. This short documentary highlights the importance and vulnerability of the mighty watershed through the impassioned voices of those who rely on its health and work for its protection.

See Curriculum Links: Coming soon

Return to: Water

Dirt! The Movie



Length: 86 min

Release year: 2009

Themes: Food, Soil, Sustainability

Recommended grades: 6-8

Rating: N/A

Website: <http://www.dirtthemovie.org/>

Synopsis: DIRT! The Movie—narrated by Jaime Lee Curtis—brings to life the environmental, economic, social and political impact that the soil has. It shares the stories of experts from all over the world who study and are able to harness the beauty and power of a respectful and mutually beneficial relationship with soil.

But more than the film and the lessons that it teaches, DIRT! The Movie is a call to action.

“When humans arrived 2 million years ago, everything changed for dirt. And from that moment on, the fate of dirt and humans has been intimately linked.”

How can you affect that relationship for the better?

See Curriculum Links: Dirt! The Movie

Return to: Food

FernGully: The Last Rainforest



Length: 76 min

Release year: 1992

Themes: Pollinators, Habitat Conservation, Pollution

Recommended grades: K-4

Rating: G

Website: <http://www.imdb.com/title/tt0104254/>

Synopsis: The magical inhabitants of a rain-forest fight to save their home, which is threatened by logging and a polluting force of destruction called Hexxus (IMDB).

See Curriculum Links: FernGully: The Last Rainforest

Return to: Pollinators/Habitat Conservation



Greenwashers

Length: 50 min (can also choose excerpts, or we can suggest excerpts)

Release year: 2011

Themes: Waste, Greenwashing, Marketing, Consumerism

Recommended grades: 6-8

Rating: N/A

Website: <http://www.thegreenwashersfilm.com/about.html>

Synopsis: Featuring renowned environmentalist Bill McKibben and business executive Scot Case, *Greenwashers* is a satirical documentary that blurs the line between green and greed, truth and believability, environmentalism and marketing. Misleading consumers about the environmental benefits of a product or service has become a new marketing standard and *Greenwashers* takes this practice to the extreme. Following a pair of *Greenwashers*, the film illustrates the various strategies, sins, and consequences of greenwash.

As a mash-up of real commercials, live events, examples, and both real and fictional characters, this documentary will lead you through a twisting green labyrinth of misdirection. Just enjoy the journey!

See Curriculum Links: [Greenwashers](#)

Return to:



Growing Cities

Length: 60 min or 90 min

Release year: 2013

Themes: Food, Sustainability

Recommended grades: 5-8

Rating: N/A

Website: <http://www.growingcitiesmovie.com/>

Synopsis: In their search for answers, filmmakers Dan Susman and Andrew Monbouquette take a road trip and meet the men and women who are challenging the way this country grows and distributes its food, one vacant city lot, rooftop garden, and backyard chicken coop at a time.

Join them as they discover that good food isn't the only crop these urban visionaries are harvesting. They're producing stronger and more vibrant communities, too.

See Curriculum Links: [Growing Cities](#)

Return to: Food

Just Eat It – A Food Waste Story 

Length: 54 min

Themes: Food, Waste, Consumerism

Recommended grades: 4-8

Rating: N/A

Website: foodwastemovie.com

Synopsis: Filmmakers and food lovers Jen and Grant dive into the issue of waste from farm, through retail, all the way to the back of their own fridge. After catching a glimpse of the billions of dollars of good food that is tossed each year in North America, they pledge to quit grocery shopping cold turkey and survive only on foods that would otherwise be thrown away.

See Curriculum Links: Coming soon

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Let's Ban the Bead! 

Length: 2 min

Themes: Waste, Water

Recommended grades: 3-8

Rating: N/A

Website: storyofstuff.org/

Synopsis: This 2-minute short takes on plastic microbeads—the nasty little bits of plastic that companies have been putting in everything from body washes and hand soaps to toothpaste and make up. In it, we show how microbeads are actually designed to go down the drain and into our rivers, lakes, and oceans...and what folks like us can do to stop this ridiculous assault on our public waters.

See Curriculum Links: Coming soon

Return to: [Water](#)



Length: 85 min

Release year: 2012

Themes: Food, Water, Saving the Planet

Recommended grades: 5-8

Rating: PG

Website: <http://therevolutionmovie.com/>

Synopsis: In this true-life adventure, young filmmaker/conservationist Rob Stewart (director of the award-winning Sharkwater) sets out on a journey to discover how we are to survive the major environmental challenges of our time. The film features experts in the field, who offer insights into the causes of environmental degradation and what is needed to reverse the damage. Along with stunning footage of amazing creatures and their habitats, viewers are introduced to some of the incredible people, including children and youth, who are part of the worldwide movement to save Earth and all its inhabitants – including us.

Revolution is an exhilarating and hard-hitting full length feature film sheds light on crucial environmental topics and how we can save the planet, and also shows how past world events have taught us what we need to do to save the future.

Stewart met with renowned world experts who helped him find out about important issues affecting our lives. In an effort to uncover the secrets to a safer world, Stewart goes on an adventure filled with inspiration and drama that will leave audiences around the world, at any age, inspired about how they can get involved in the fight to save our planet.

Revolution is not just about the environment—it's a film about hope and inspiration. It's a call-to-action with an uplifting message that tells us it's possible to alleviate the damage already done. It's time for a Revolution!

See Curriculum Links: Growing Cities

Return to: [Food](#) [Water](#)

Story of Bottled Water

Length: 8 min

Release year: 2010

Themes: Waste, Water

Recommended grades: 1-8

Rating: N/A

Website: storyofstuff.org/

Synopsis: The Story of Bottled Water, released on March 22, 2010 (World Water Day), employs the Story of Stuff style to tell the story of manufactured demand—how you get Americans to buy more than half a billion bottles of water every week when it already flows virtually free from the tap. Over five minutes, the film explores the bottled water industry’s attacks on tap water and its use of seductive, environmental-themed advertising to cover up the mountains of plastic waste it produces. The film concludes with a call for viewers to make a personal commitment to avoid bottled water and support public investment in clean, available tap water for all.

See Curriculum Links: Coming soon

Return to: Water

Story of Cosmetics

Length: 8 min

Release Year: 2010

Themes: Waste

Recommended grades: 3-8

Rating: N/A

Website: storyofstuff.org/

Synopsis: The Story of Cosmetics, released on July 21, 2010, examines the pervasive use of toxic chemicals in our everyday personal care products, from lipstick to baby shampoo. The seven-minute film reveals the implications for consumer and worker health and the environment, and outlines ways we can move the industry away from hazardous chemicals and towards safer alternatives.

See Curriculum Links: Coming soon

Return to: Food Pollinators/Habitat Conservation

Story of Electronics

Length: 8 min

Release Year: 2011

Themes: Pollinators/Habitat Conservation, Waste

Recommended grades: 3-8

Rating: N/A

Website: storyofstuff.org/

Synopsis: The Story of Electronics, released in November 2011, employs the Story of Stuff style to explore the high-tech revolution's collateral damage—25 million tons of e-waste and counting, poisoned workers and a public left holding the bill. Host Annie Leonard takes viewers from the mines and factories where our gadgets begin to the horrific backyard recycling shops in China where many end up. The film concludes with a call for a green 'race to the top' where designers compete to make long-lasting, toxic-free products that are fully and easily recyclable.

See Curriculum Links: Coming soon

Return to: [Food](#) [Pollinators/Habitat Conservation](#)

Story of Solutions

Length: 9 min

Release Year: 2013

Themes: Food, Pollinators/Habitat Conservation, Waste, Water

Recommended grades: 3-8

Rating: N/A

Website: storyofstuff.org/

Synopsis: The Story of Solutions, released in October 2013, explores how we can move our economy in a more sustainable and just direction, starting with orienting ourselves toward a new goal. In the current 'Game of More', we're told to cheer a growing economy – more roads, more malls, more Stuff! – even though our health indicators are worsening, income inequality is growing and polar icecaps are melting. But what if we changed the point of the game? What if the goal of our economy wasn't more, but better – better health, better jobs and a better chance to survive on the planet? Shouldn't that be what winning means?

See Curriculum Links: Coming soon

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Story of Stuff

Length: 20 min

Release Year: 2007

Themes: Waste

Recommended grades: 4-8

Rating: N/A

Website: storyofstuff.org/

Synopsis: The Story of Stuff, originally released in December 2007, is a 20-minute, fast-paced, fact-filled look at the underside of our production and consumption patterns. The Story of Stuff exposes the connections between a huge number of environmental and social issues, and calls us together to create a more sustainable and just world. It'll teach you something, it'll make you laugh, and it just may change the way you look at all the Stuff in your life forever.

See Curriculum Links: Coming soon

Return to: [Food](#) [Pollinators/Habitat Conservation](#)

The Clean Bin Project

Length: 53 min or 76 min

Release year: 2010

Themes: Waste

Recommended grades: 4-8

Rating: N/A

Website: <http://www.cleanbinmovie.com/>

Synopsis: Is it possible to live completely waste free? In this multi-award winning, festival favourite, partners Jen and Grant go head to head in a competition to see who can swear off consumerism and produce the least garbage. Their light-hearted competition is set against a darker examination of the problem waste. Even as Grant and Jen start to garner interest in their project, they struggle to find meaning in their minuscule influence on the large-scale environmental impacts of our "throw-away society". Described as An Inconvenient Truth meets Super Size Me, The Clean Bin Project features laugh out loud moments, stop motion animations, and unforgettable imagery. Captivating interviews with renowned artist, Chris Jordan and TED Lecturer Captain Charles Moore, make this film a fun and inspiring call to individual action that speaks to crowds of all ages.

See Curriculum Links:

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The Lorax (TV Short)

Length: 25 min

Release year: 1972

Themes: Waste, Sustainable Ecosystems

Recommended grades: K-4

Rating: G

Website: <http://www.imdb.com/title/tt0213065/>

Synopsis: A ruined industrialist tells his tale of his environmentally self-destructive greed despite the warnings of an old forest creature.

See Curriculum Links:

Return to: [Pollinators/Habitat Conservation](#)

The Magic School Bus In a Beehive

Length: 30 min

Release year: 1999

Themes: Pollinators, habitat

Recommended grades: K-5

Rating: G

Synopsis: It's a sticky situation when Tim's bike crashes while he's delivering jars of honey. Naturally, the Friz is ready to help out with a really sweet idea: Shrink down and buzz off into the intriguing inner world of a beehive. Soon the kids are learning how nectar becomes honey, why bees are great dancers and other unbee-lievably fascinating bee-haviours!

See Curriculum Links: Coming soon

Return to: [Food](#) [Pollinators/Habitat Conservation](#)

The Magic School Bus Meets the Rot Squad



Length: 30 min

Release year: 1999

Themes: Food, waste, ecosystems, plants

Recommended grades: K-5

Rating: G

Synopsis: Wanda wins the Most Disgusting Rot contest with her entry from the back of her refrigerator. First prize is a baby tree, and Wanda wants to plant it in a vacant lot nearby. The class takes the Magic School Bus to the lot, but the kids don't understand what a tree has to do with rot. To help them find out, Ms. Frizzle shrinks the Bus and the class travels through a rotting log in the lot. The kids discover that the dead log is teeming with life — it is both home and food for many plants and animals. And the rot is making rich soil — a perfect place for a new tree to grow!

See Curriculum Links: Coming soon

Return to: [Food](#) [Pollinators/Habitat Conservation](#)

Vanishing of the Bees

Length: 34 min or 87 min

Release year: 2009

Themes: Pollinators, Impact of Pesticides on the Environment

Recommended grades: 5-8

Rating: N/A

Website: <http://www.vanishingbees.com/>

Synopsis: Honeybees have been mysteriously disappearing across the planet, literally vanishing from their hives.

Known as Colony Collapse Disorder, this phenomenon has brought beekeepers to crisis in an industry responsible for producing apples, broccoli, watermelon, onions, cherries and a hundred other fruits and vegetables. Commercial honeybee operations pollinate crops that make up one out of every three bites of food on our tables.

Vanishing of the Bees follows commercial beekeepers David Hackenberg and Dave Mendes as they strive to keep their bees healthy and fulfill pollination contracts across the U.S. The film explores the struggles they face as the two friends plead their case on Capital Hill and travel across the Pacific Ocean in the quest to protect their honeybees.

Filming across the US, in Europe, Australia and Asia, this documentary examines the alarming disappearance of honeybees and the greater meaning it holds about the relationship between mankind and mother earth. As scientists puzzle over the cause, organic beekeepers indicate alternative reasons for this tragic loss. Conflicting options abound and after years of research, a definitive answer has not been found to this harrowing mystery (website).

See Curriculum Links:

Return to: Pollinators/Habitat Conservation

What's On Your Plate?

Length: 76 min

Release year: 2009

Themes: Food, Food Politics

Recommended grades: 3-8

Rating: N/A

Website: <http://www.whatsonyourplateproject.org/>

Synopsis: WHAT'S ON YOUR PLATE? is a witty and provocative documentary produced and directed by award-winning Catherine Gund about kids and food politics.

Filmed over the course of one year, the film follows two eleven-year-old multi-racial city kids as they explore their place in the food chain. Sadie and Safiyah take a close look at food systems in New York City and its surrounding areas. With the camera as their companion, the girl guides talk to each other, food activists, farmers, new friends, storekeepers, their families, and the viewer, in their quest to understand what's on all of our plates.

The girls address questions regarding the origin of the food they eat, how it's cultivated, how many miles it travels from the harvest to their plate, how it's prepared, who prepares it, and what is done afterwards with the packaging and leftovers. They visit the usual supermarkets, fast food chains, and school lunchrooms. But they also check into innovative sustainable food system practices by going to farms, greenmarkets, and community supported agriculture programs. They discover that these programs both help struggling farmers to survive on the one hand and provide affordable, locally-grown food to communities on the consumer end, especially to lower-income urban families. In WHAT'S ON YOUR PLATE?, the two friends formulate sophisticated and passionate opinions on the state of their society, and by doing so inspire hope and active engagement in others.

See Curriculum Links:

Return to: Food

Appendix: Curriculum Links

The following list includes the curriculum links for each film as well as curriculum links for Media Literacy, Arts and Language.

Dirt! The Movie

Grade 6

- Science & Technology
 - Understanding Life Systems: Biodiversity
 - Relating Science and Technology to Society and the Environment: 1.1; 1.2
 - Understanding Basic Concepts: 3.3; 3.4
- Social Studies
 - People and Environments: Canada's Interactions with the Global Community
 - Inquiry: Responses to Global Issues: B2.1

Grade 7

- Science & Technology
 - Understanding Life Systems: Interactions in the Environment
 - Relating Science and Technology to Society and the Environment: 1.2
 - Understanding Basic Concepts: 3.1; 3.5; 3.7; 3.8
 - Understanding Structures and Mechanisms: Form and Function
 - Relating Science and Technology to Society and the Environment: 1.1
- Geography
 - Physical Patterns in a Changing World
 - Application: Interrelationship between People and the Physical Environment: A1.1; A1.2
 - Understanding Geographic Context: Patterns in the Physical Environment: A3.10
 - Natural Resources Around the World: Use and Sustainability
 - Application: Natural Resources and Sustainability: B1.1
 - Inquiry: Investigating Issues Related to Natural Resources: B2.1
 - Understanding Geographic Context: Using Natural Resources: B3.1

Grade 8

- Health and Physical Education
 - Healthy Living
 - Making Connections for Healthy Living: C3.1
- Geography
 - Global Settlement: Patterns and Sustainability
 - Application: Interrelationships between Settlement and the Environment: A1.3
 - Understanding Geographic Context: Settlement Patterns and Trends: A3.3; A3.5

Return to: Dirt! The Movie

FernGully: The Last Rainforest

Kindergarten

- Science & Technology
 - Overall Expectation 3: Demonstrate an understanding of the natural world and the need to care for and respect the environment
 - 3.1; 3.2; 3.3; 3.4

Grade 1

- Science & Technology
 - Understanding Life Systems: Needs and Characteristics of Living Things
 - Relating to Science and Technology to Society and the Environment: 1.1; 1.2
 - Understanding Basic Concepts: 3.4; 3.5

Grade 2

- Science & Technology
 - Understanding Life Systems: Growth and Changes in Animals
 - Relating to Science and Technology to Society and the Environment: 1.1; 1.2
- Social Studies
 - People and Environments: The Global Community
 - Application: Variations in Global Communities: B1.3
 - Understanding Context: Physical Features and Communities: B3.6

Grade 3

- Science and Technology
 - Understanding Life Systems: Growth and Changes in Plants
 - Relating Science and Technology to Society and the Environment: 1.1; 1.2
 - Understanding Basic Concepts: 3.6; 3.8

Grade 4

- Science and Technology
 - Understanding Life Systems: Habitats and Communities
 - Relating to Science and Technology to Society and the Environment: 1.1
 - Understanding Basic Concepts: 3.10

Return to: FernGully: The Last Rainforest

Greenwashers

Grade 6

- Language
 - Media Literacy
 - Understanding Media Texts: 1.1; 1.3; 1.4; 1.5; 1.6
 - Creating Media Texts: 3.4

Grades 7-8

- Language
 - Media Literacy
 - Understanding Media Texts: 1.1; 1.3; 1.6
 - Creating Media Texts: 3.4

Return to:

Growing Cities

Grade 5

- Social Studies
 - o People and Environments: The Role of Government and Responsible Citizenship
 - Application: Governments and Citizens Working Together: B1.2; B1.3
 - Inquiry: Differing Perspectives on Social and Environmental Issues- B2.5
 - Understanding Context: Roles and Responsibilities of Government and Citizens: B3.6; B3.7

Grade 6

- Health and Physical Education
 - o Making Connections for Healthy Living
 - Healthy Eating: C3.1
- Science & Technology
 - o Understanding Life Systems: Biodiversity
 - Relating Science and Technology to Society and the Environment: 1.1
- Social Studies
 - o Heritage and Identity: Communities in Canada, Past and Present
 - Application: Diversity, Inclusiveness, and Canadian Identity: A1.1

Grade 7

- Health and Physical Education
 - o Making Connections for Healthy Living
 - Healthy Eating: C3.1
- Science & Technology
 - o Understanding Life Systems: Interactions in the Environment
 - Relating Science and Technology to Society and the Environment: 1.2
 - Developing Investigation and Communication Skills: 2.2; 2.4; 2.5
- Geography
 - o Physical Patterns in a Changing World
 - Inquiry: Investigating Physical Features and Processes: A2.1; A2. 5
 - o Natural Resources Around the World: use and Sustainability
 - Application: Natural Resources and Sustainability: B1.1
 - Understanding Geographic Context: Using Natural Resources- B3.2; B3.5

Grade 8

- Health and Physical Education
 - o Making Connections for Healthy Living
 - Healthy Eating: C3.1
- Science & Technology
 - o Understanding Structures and Mechanisms: Systems in Action
 - Relating Science and Technology to Society and the Environment: 1.2
 - Understanding Basic Concepts: 3.9
- Geography
 - o Global Settlement: Patterns and Sustainability
 - Application: Interrelationships between Settlement and the Environment: A1.3
 - Inquiry: Human Settlements and Sustainability: A2.5; A2.6
 - Understanding Geographic Context: Settlement Patterns and Trends: A3.3; A3.5; A3.6

Return to: [Growing Cities](#)

Revolution

Grade 5

- Science & Technology
 - Understanding Earth and Space Systems: Conservation of Energy and Resources
 - Relating Science and Technology to Society and the Environment: 1.1
 - Understanding Basic Concepts: 3.2
- Social Studies
 - People and Environments: The Role of Government and Responsible Citizenship
 - Application: Governments and Citizens Working Together: B1.3
 - Inquiry: Differing Perspectives on Social and Environmental Issues: B2.1; B2.5
 - Understanding Context: Roles and Responsibilities of Government and Citizens: B3.6; B3.7

Grade 6

- Science & Technology
 - Understanding Life Systems: Biodiversity
 - Relating Science and Technology to Society and the Environment: 1.1; 1.2
 - Understanding Basic Concepts: 3.2; 3.3; 3.4
- Social Studies
 - People and Environments: Canada's Interactions with the Global Community
 - Application: Canada and International Cooperation: B1.3
 - Inquiry: Responses to Global Issues: B2.1; B2.5
 - Understanding Context: Canada's Global Interactions: B3.3

Grade 7

- Science & Technology
 - Understanding Life Systems: Interactions in the Environment
 - Understanding Basic Concepts: 3.1; 3.8
 - Understanding Structures and Mechanisms: Form and Function
 - Relating Science and Technology to Society and the Environment: 1.1
 - Understanding Earth and Space Systems: Heat in the Environment
 - Relating Science and Technology to Society and the Environment: 1.2
 - Understanding Basic Concepts: 3.8
- Geography
 - Physical Patterns in a Changing World
 - Inquiry: Investigating Physical Features and Processes: A2.2; A2.3; A2.4; A2.5
 - Understanding Geographic Context: Patterns in the Physical Environment: A3.2; A3.4; A3.5; A3.7; A3.10
 - Natural Resources Around the World: Use and Sustainability
 - Application: Natural Resources and Sustainability: B1.2
 - Inquiry: Investigating Issues Related to Natural Resources: B2.1; B2.2; B2.3; B2.5
 - Understanding Geographic Context: Using Natural Resources: B3.1; B3.2; B3.3; B3.4

Grade 8

- Science & Technology
 - Understanding Earth and Space Systems: Water Systems
 - Understanding Basic Concepts: 3.1; 3.2; 3.4
- Geography
 - Global Settlement: Patterns and Sustainability
 - Understanding Geographic Context: Settlement Patterns and Trends: A3.5

Return to:

Kindergarten

- Science & Technology
 - Overall Expectation 3: Demonstrate an understanding of the natural world and the need to care for and respect the environment
 - 3.1; 3.2; 3.3; 3.4

Grade 1

- Science & Technology
 - Understanding Life Systems: Needs and Characteristics of Living Things
 - Relating to Science and Technology to Society and the Environment: 1.1; 1.2
 - Developing Investigation and Communication Skills: 2.2
 - Understanding Basic Concepts: 3.1; 3.4; 3.5

Grade 2

- Science & Technology
 - Understanding Life Systems: Growth and Changes in Animals
 - Relating to Science and Technology to Society and the Environment: 1.1; 1.2
 - Understanding Basic Concepts: 3.3; 3.4
- Social Studies
 - People and Environments: The Global Community
 - Application: Variations in Global Communities: B1.3
 - Understanding Context: Physical Features and Communities: B3.4; B3.6; B3.7; B3.8

Grade 3

- Science and Technology
 - Understanding Life Systems: Growth and Changes in Plants
 - Relating Science and Technology to Society and the Environment: 1.1; 1.2
 - Understanding Basic Concepts: 3.6; 3.8

Grade 4

- Science and Technology
 - Understanding Life Systems: Habitats and Communities
 - Relating to Science and Technology to Society and the Environment: 1.1, 1.2
 - Understanding Basic Concepts: 3.1; 3.4; 3.6; 3.9; 3.10

Return to: Error: Reference source not found

The Clean Bin Project

Grade 4

- Social Studies
 - People and Environments: Political and Physical Regions of Canada
 - Inquiry: Balancing Human Needs and Environmental Stewardship: B2.5

Grade 5

- Science and Technology
 - Understanding Earth and Space Systems: Conservation of Energy and Resources
 - Relating Science and Technology to Society and the Environment: 1.1
- Social Studies
 - People and Environments: The Role of Government and Responsible Citizenship
 - Application: Governments and Citizens Working Together: B1.3
 - Inquiry: Differing Perspectives on Social and Environmental Issues: B2.1
 - Understanding Context: Roles and Responsibilities of Government and Citizens: B3.5

Grade 7

- Geography
 - Physical Patterns in a Changing World
 - Application: Interrelationship between People and the Physical Environment: A1.2

Grade 8

- Science and Technology
 - Understanding Structures and Mechanisms: Systems in Action
 - Understanding Basic Concepts: 3.9
- Geography
 - Global Settlement: Patterns and Sustainability
 - Application: Interrelationships between Settlement and the Environment: A1.3
 - Understanding Geographic Context: Settlement Patterns and Trends: A3.5, A3.6

Return to: The Clean Bin Project

The Lorax (TV Short)

Kindergarten

- Language
 - Overall Expectation 5: demonstrate a beginning understanding and critical awareness of media texts
 - 5.1; 5.2
- Science & Technology
 - Overall Expectation 3: Demonstrate an understanding of the natural world and the need to care for and respect the environment
 - 3.1; 3.2; 3.3; 3.4

Grade 1

- Science & Technology
 - Understanding Life Systems: Needs and Characteristics of Living Things
 - Relating to Science and Technology to Society and the Environment: 1.1; 1.2
 - Developing Investigation and Communication Skills: 2.2
 - Understanding Basic Concepts: 3.4; 3.5
 - Understanding Matter and Energy: Energy in Our Lives
 - Understanding Basic Concepts: 3.4; 3.5

Grade 2

- Science & Technology
 - Understanding Life Systems: Growth and Changes in Animals
 - Relating to Science and Technology to Society and the Environment: 1.1; 1.2
 - Understanding Basic Concepts: 3.3
 - Understanding Earth and Space Systems: Air and Water in the Environment
 - Understanding Basic Concepts: 3.3
- Social Studies
 - People and Environments: The Global Community
 - Application: Variations in Global Communities: B1.3
 - Understanding Context: Physical Features and Communities: B3.6

Grade 3

- Science and Technology
 - Understanding Life Systems: Growth and Changes in Plants
 - Relating Science and Technology to Society and the Environment: 1.1; 1.2
 - Understanding Basic Concepts: 3.6; 3.8

Grade 4

- Science and Technology
 - Understanding Life Systems: Habitats and Communities
 - Relating to Science and Technology to Society and the Environment: 1.1; 1.2
 - Understanding Basic Concepts: 3.1; 3.3; 3.10

Return to: The Lorax (TV Short)

Vanishing of the Bees

Grade 5

- Science and Technology
 - Understanding Matter and Energy: Properties of and Changes in Matter
 - Relating Science and Technology to Society and the Environment: 1.1
- Social Studies
 - People and Environments: The Role of Government and Responsible Citizenship
 - Application: Governments and Citizens Working Together: B1.1
 - Understanding Context: Roles and Responsibilities of Government and Citizens: B3.6; B3.7

Grade 6

- Science and Technology
 - Understanding Life Systems: Biodiversity
 - Relating Science and Technology to Society and the Environment: 1.2
 - Understanding Basic Concepts: 3.2; 3.4; 3.5; 3.6
- Social Studies
 - People and Environments: Canada's Interactions with the Global Community
 - Inquiry: Responses to Global Issues: B2.1

Grade 7

- Science and Technology
 - Understanding Life Systems: Interactions in the Environment
 - Understanding Basic Concepts: 3.8
- Geography
 - Physical patterns in a Changing World
 - Inquiry: Investigating Physical Features and Processes: A2.1
 - Understanding Geographic Context: Patterns in the Physical Environment: A3.10

Grade 8

- Geography
 - Global Settlement: Patterns and Sustainability
 - Understanding Geographic Context: Settlement Patterns and Trends: A3.3, A3.5

Return to: Vanishing of the Bees

What's On Your Plate?

'What's On Your Plate?' is divided into three learning modules. The curriculum links for the entire film, as well as the separate modules are listed below.

WHOLE FILM

Grade 3

- Health and Physical Education
 - o Healthy Living
 - Understanding Health Concepts: C1.1
 - Making Connections for Healthy Living: C3.1
- Science & Technology
 - o Understanding Life Systems- Growth and Changes in Plants
 - Relating Science and Technology to Society and the Environment: 1.1
 - Developing Investigation and Communication Skills: 2.1; 2.3
 - Understanding Basic Concepts: 3.5; 3.7
- Social Studies
 - o People and Environments: Living and Working in Ontario
 - Understanding Context: Regions and Land Use in Ontario: B3.5

Grade 4

- Health and Physical Education
 - o Healthy Living
 - Understanding Health Concepts: C1.1
 - Making Connections for Healthy Living: C3.1
- Science & Technology
 - o Understanding Life Systems- Habitats and Communities
 - Relating Science and Technology to Society and the Environment: 1.1

Grade 5

- Health and Physical Education
 - o Healthy Living
 - Making Healthy Choices: C2.1

Grade 6

- Health and Physical Education
 - o Healthy Living
 - Making Connections for Healthy Living: C3.1

Grade 7

- Health and Physical Education
 - o Healthy Living
 - Making Healthy Choices: C2.1
 - Making Connections for Healthy Living: C3.1

Grade 8

- Health and Physical Education
 - o Healthy Living
 - Making Connections for Healthy Living: C3.1
- Geography
 - o Global Settlement: Patterns and Sustainability
 - Application: Interrelationships between Settlement and the Environment: A1.3
 - Inquiry: Human Settlements and Sustainability: A2.5
 - Understanding Geographic Context: Settlement Patterns and Trends: A3.3; A3.4; A3.6

SCHOOL FOOD- 23MIN

Grade 3

- Health and Physical Education
 - o Healthy Living
 - Understanding Health Concepts: C1.1

Grade 4

- Health and Physical Education
 - o Healthy Living
 - Understanding Health Concepts: C1.1
 - Making Connections for Healthy Living: C3.1

Grade 5

- Health and Physical Education
 - o Healthy Living
 - Making Healthy Choices: C2.1

Grade 8

- Health and Physical Education
 - o Healthy Living
 - Making Connections for Healthy Living: C3.1

FOOD & HEALTH – 18MIN

Grade 3

- Health and Physical Education
 - o Healthy Living
 - Understanding Health Concepts: C1.1
 - Making Connections for Healthy Living: C3.1

Grade 4

- Health and Physical Education
 - o Healthy Living
 - Understanding Health Concepts: C1.1
 - Making Connections for Healthy Living: C3.1

Grade 6

- Health and Physical Education
 - o Healthy Living
 - Making Connections for Healthy Living: C3.1

Grade 7

- Health and Physical Education
 - o Healthy Living
 - Making Healthy Choices: C2.1
 - Making Connections for Healthy Living: C3.1

Grade 8

- Health and Physical Education
 - o Healthy Living
 - Making Connections for Healthy Living: C3.1

LOCAL FOOD- 23MIN

Grade 3

- Health and Physical Education
 - o Healthy Living
 - Understanding Health Concepts: C1.1
 - Making Connections for Healthy Living: C3.1

- Science & Technology
 - Understanding Life Systems- Growth and Changes in Plants
 - Relating Science and Technology to Society and the Environment: 1.1
 - Developing Investigation and Communication Skills: 2.1; 2.3
 - Understanding Basic Concepts: 3.5; 3.7
- Social
 - People and Environments: Living and Working in Ontario
 - Understanding Context: Regions and Land Use in Ontario: B3.5

Grade 4

- Health and Physical Education
 - Healthy Living
 - Understanding Health Concepts: C1.1
 - Making Connections for Healthy Living: C3.1
- Science & Technology
 - Understanding Life Systems- Habitats and Communities
 - Relating Science and Technology to Society and the Environment: 1.1

Grade 8

- Health and Physical Education
 - Healthy Living
 - Making Connections for Healthy Living: C3.1
- Geography
 - Global Settlement: Patterns and Sustainability
 - Application: Interrelationships between Settlement and the Environment: A1.3
 - Inquiry: Human Settlements and Sustainability: A2.5
 - Understanding Geographic Context: Settlement Patterns and Trends: A3.3; A3.4; A3.6

Return to: What's On Your Plate?

[Media Related Curriculum Links](#)

The following curriculum links can be applied to all movies in this program and are found within the Language Curriculum.

Grade 1-3

- Language
 - Media Literacy
 - Understanding Media Texts: 1.1; 1.3; 1.4; 1.5
 - Creating Media Texts: 3.4

Grades 4-6

- Language
 - Media Literacy
 - Understanding Media Texts: 1.1; 1.3; 1.4; 1.5; 1.6
 - Creating Media Texts: 3.4

Grades 7-8

- Language
 - Media Literacy
 - Understanding Media Texts: 1.1; 1.3; 1.6
 - Creating Media Texts: 3.4

Return to: Food Pollinators/Habitat Conservation Water