

# CURRICULUM CONNECTIONS

A Guide to Using NatureWILD Magazine with your class  
Fall 2016: Mushrooms, Climate Change, Burns Bog, Compost



## CLIMATE CHANGE? (PAGE 4-5)

With the recent renewed political interest in how Canada can reduce green house gases, this article is perfect for students looking to learn more about what climate change is and how they can help.

**Grade 2-12: Social Studies/Science/Personal Responsibility:**

**Teaching Idea** – After reading this article, have students use one of the following links to calculate their own carbon footprint, or as a class calculate your class’s carbon footprint. Ask students to figure out where they could make some changes in their life or in school time to reduce their carbon footprint.

**Curriculum Link: Core Competency – Social Responsibility: 1. Contributing to community and caring for the environment.** Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment.

**Resources:**

<http://meetthegreens.pbskids.org/features/carbon-calculator.html>  
<https://www.treesforlife.org.au/kids-carbon-calculator>

## BURNS BOG BC ONE OF A KIND (PAGES 6-7)

In this article, you learn how unique BC’s largest protected bog, Burns Bog, is and begin to understand the role bogs play in preventing climate change by acting as carbon sinks.

**Grade K-9: Language Arts: Teaching Idea:** Have students write a story set in a bog – possibly a time traveling story where the main characters - a brother and sister - fall into a bog hole and find themselves in a different time period (maybe during the time the Bog man existed).

**Curriculum Link: Language Arts Big Idea:** Language and Text can be a source of creativity and joy.

**Resources:**

<https://www.wired.com/2009/08/bogosphere/>  
- article about things found in bogs

## FORESTS AND THE MUSHROOM UNDERGROUND

(PAGES 8-9)

Recent research has shown how important the underground network of mushrooms is to the health of forest ecosystems. This article introduces you to some of the many mushrooms you may find when walking in your neighborhood forests.

**Grade 4-9: Language Arts: Teaching Idea** – Once students have finished reading the article, or having you read it to them, ask them to write an information piece – blog, facebook post, pamphlet, newspaper public information notice – that describes the role fungi plays in the forest ecosystem. Use the resources below to build on their knowledge. The TED talk by Suzanne Simard from UBC (listed below under resources) is very interesting.

**Curriculum Link: Applicable Core Competency curriculum link: Communication - Acquire, interpret, and present information (includes inquiries)** Students inquire into topics that interest them, and topics related to their school studies. They present for many purposes and audiences; their work often features media and technology. Examples include “show and tell,” explaining a concept, sharing a Power Point presentation about a research/inquiry topic, and creating a video proposal.

**Resources:**

[https://www.ted.com/talks/suzanne\\_simard\\_how\\_trees\\_talk\\_to\\_each\\_other?language=en](https://www.ted.com/talks/suzanne_simard_how_trees_talk_to_each_other?language=en)

[http://botanyphoto.botanicalgarden.ubc.ca/2010/03/mycorrhizal\\_networks.php](http://botanyphoto.botanicalgarden.ubc.ca/2010/03/mycorrhizal_networks.php)

### READ-ALOUD

### STORY: KING OF THE HEAP

(PAGES 12-13)

This is the time of year when gardeners across the country are harvesting their crops and thinking about how to compost the leaves, stems and roots that won't be eaten this year to ensure they have rich healthy soil for the next year. The forests, fields and other natural areas around us are doing the same thing, only right below the ground. This article introduces us to some of the characters involved in the decomposition that begins in Fall – when everything seems to be dying but is really just going into hibernation for next spring.

**Grade 2-12 Science or Social Responsibility:** After reading this article, encourage your class to get their own class compost and introduce creatures that will do the chomp chomping of their food waste. Depending on the scope of project you want, this could be a classroom or school wide project. Have students take on the responsibility of maintaining the compost, figuring out what can and cannot go in and what balance of brown and green matter is needed.

**Curriculum link: Social Responsibility: 1. Contributing to community and caring for the environment**

Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment.

<http://www.leavenotrace.ca/principles>

**Resources:**

<http://greenactioncentre.ca/module/school-composting/> - how to make compost

[http://www.csvwmd.org/uploads/6/1/2/6/6126179/do\\_the\\_rot\\_thing\\_csvwmd1.pdf](http://www.csvwmd.org/uploads/6/1/2/6/6126179/do_the_rot_thing_csvwmd1.pdf)

<https://www.youtube.com/watch?v=dRXNo7leky8> - great video showing why composting is important and how to do it (you may not want to include meat in your compost, contrary to what the video suggests).

