**Thinking Classroom Activity**

**Anthropogenic Environmental Threats/Hazards**

**Teacher Instructions:**

* Divide your class into randomised groups of 3 students. Each group should have a vertical surface (white board or chart paper) to work on, a single (whiteboard) marker, an eraser and a long-ish piece of masking (painter) tape.
* Print as many sets of the Anthropological Factors that Affect Our Environment as you have groups. Cut out each of the topics with its brief description. All student groups should start with the top four topics. Their challenge is to decide which of the listed environmental threats/hazards are the worst for the planet and provide some reasoning for their decision.
* Print the Thinking Classroom Prompts (one copy per group) and post them for each group to answer using their marker and vertical surface. The questions are below. Begin by asking students to complete the first question. Once that is complete, have them discuss and answer the remaining questions. Remind students when answering these questions, they should answer them from the perspective that they live in a land yet untouched by humans with plentiful resources, water, air, land, regular and predictable seasons where no one goes without.

1. Using the 4 environmental factors that you have been given, rank the factors in order from most impactful on our environment in Canada to least impactful - let your teacher know when you’ve ordered the first 4 to receive the next 2 to add to your list. Finally, request your final 2 factors so that you have a list of 8 total factors in order from most to least impact.
2. Describe why you chose the most impactful factor. Why do you think it is the most damaging?
3. Describe why you chose the least impactful factor. Why do you think it is the least damaging?
4. List what communities of people would be most impacted by your list of factors. Do some factors affect certain communities more than others? Why?
5. Thinking back to the perfect and pristine land that was described when this activity was started, why do you think these anthropogenic factors are allowed to exist? Why are these factors allowed to be a part of our lives?

* Once students have a laid-out ranking based on the first four, give them two more. Ask them to include these two in their ranking, and to decide if it changes any of their current rankings. Ensure that someone else gets the whiteboard marker every time you visit. Repeat this process of providing more slips of paper until they have ranked all 8 issues in their group.
* At the end of the activity, it is important to draw some parallels between similar ideas between groups and also point out some differences. A group gallery walk is a great way to highlight similarities and differences. Asking a group to explain or draw conclusions on a different group’s work is a great way to conclude this activity.