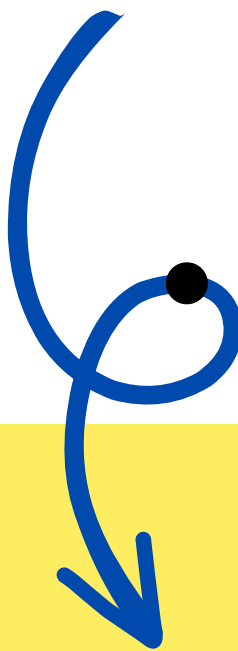


**Perfect for**

- **Earth Day Awareness**
- **Class Discussion**
- **Collaboration**
- **Social-Emotional Learning**
- **Exit Tickets**



**SCROLL**

**to take a look inside!**

# Earth Day Countdown

## 22 Class Starters

Works across many grades

Creates Discussion and Collaboration



# HOW THIS BUNDLE WILL HELP YOU



- No prep required
- Promotes student discussion and collaboration
- Encourages critical thinking without overwhelming students
- Works across grade levels
- Great way to start your lessons

**NO PREP**  
**Just Download and Go!**

**Before & After**

1. What changed?  
2. What do you think caused this?  
3. How might this affect animals and people?

**Comprehensive Teacher Answer Key to help lead discussion**

**Earth Day Countdown – Class Starter Teacher Discussion**

**Day 1: Before & After Earth:** Side-by-side of a healthy forest vs. deforested land

**1. What changed?**

- Trees and plant life are missing
- Land is bare and exposed
- Habitat appears damaged or reduced

Teacher note: Emphasize visible changes students can point to directly in the image.

**2. What do you think caused this?**

- Trees were cut down for human use
- Land was cleared for farming, roads, or buildings
- Resource extraction like logging or mining

Teacher note: Guide students to recognize this as a human-caused change.

**3. How might this affect animals and people?**

- Animals lose habitat, food, and shelter
- People may experience poorer air quality and flooding
- Both are changes in climate and resources

Teacher note: Environmental changes impact ecosystems and human communities.

**Big Idea:** When natural environments are altered, the effects spread to both wildlife and humans.

**Day 2: Plastic in the Environment:** Common classroom items made of plastic

**1. Which of these items do you use daily?**

- Water bottles, food packaging, and pens
- Items sitting on shelves from home or use at school
- Plastic containers for convenience and durability

Teacher note: Help students realize how common plastic is in everyday routines.

**2. Where do these items end up after use?**

- Trash bins
- Recycling facilities (if sorted correctly)
- Litter that pollutes the environment (roadsides, water, soil)

Teacher note: Emphasize that not all plastic is recycled, even if it's recyclable.

**3. Are there alternatives?**

- Reusable bottles, metal or glass containers
- Paper, cardboard, or refillable items
- Using fewer single-use products

**22 Days of Class Starters, Bell Ringers, and Exit Tickets**

# Before & After



- 1. What changed?
- 2. What do you think caused this?
- 3. How might this affect animals and people?

# Plastic in Everyday Life



- 1. Which of these do we use daily?
- 2. Where do you think these items end up after use?
- 3. Are there alternatives?
- 4. Which item would be hardest to replace—and why?

# Wildlife Under Pressure



- 1. What problem are the animals facing?
- 2. What might happen if this continues?
- 3. How is this connected to climate or human activity?

# Air We Can't See



- 1. Why does the air look different?
- 2. What pollution affects people's lungs?
- 3. How does air quality connect to health?
- 4. If you can't see pollution, does that mean it's harmless?

# Fast Fashion



- 1. How often do clothes get replaced?
- 2. What resources are needed to make clothing?
- 3. What happens to clothes we throw away?
- 4. Should clothing be made differently?

# Food & the Environment



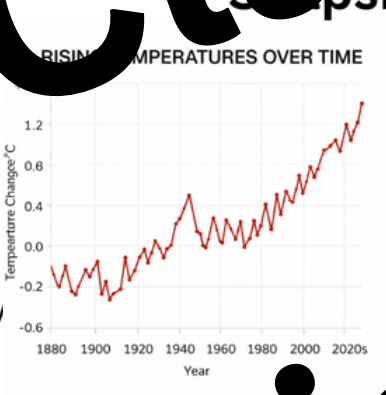
- 1. How does food production affect land and water?
- 2. What inputs do farms need?
- 3. How can farms be more sustainable?
- 4. What food choices can reduce environmental impact?

# Water Pollution in Motion



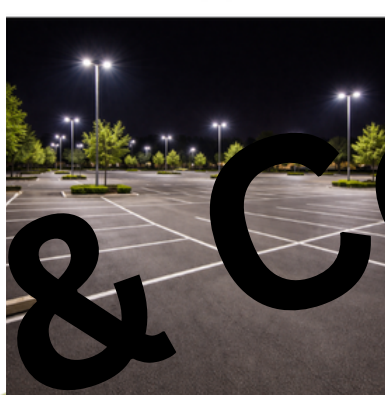
- 1. Where does rainwater go in your city?
- 2. What does it carry with it?
- 3. How does this affect ecosystems?
- 4. What could wash into this drain from nearby streets?

# Climate Change Data Snapshot



- 1. What trend do you notice?
- 2. Why do small changes matter?
- 3. How might this affect weather or wildlife?
- 4. What questions would you ask a scientist about climate change?

# Energy Use at Night

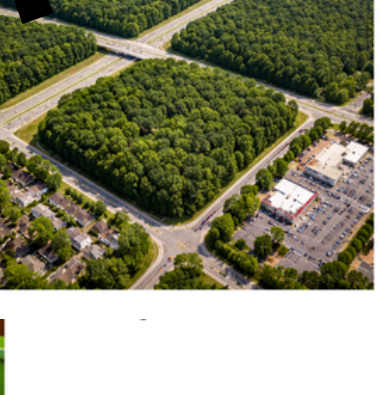


- 1. Is this energy necessary?
- 2. Where does electricity come from?
- 3. How could this be reduced?
- 4. When does using energy become waste?

# Hope & Change



# Habitat Fragmentation



- 1. How does breaking land into pieces affect animals?
- 2. Why are roads a problem for wildlife?
- 3. Can small changes have big effects?
- 4. Is a forest still healthy if it's cut into pieces?

# Melting Ice, Rising Seas



- 1. What is happening to the ice?
- 2. Where does the melted water go?
- 3. How could this affect coastal areas?
- 4. What happens when land ice disappears?

# Overfishing in Action



- 1. Why are fewer fish being caught?
- 2. What happens if fish populations drop?
- 3. How could this affect food chains?
- 4. What happens when humans take more than nature can replace?

# Soil Under Stress



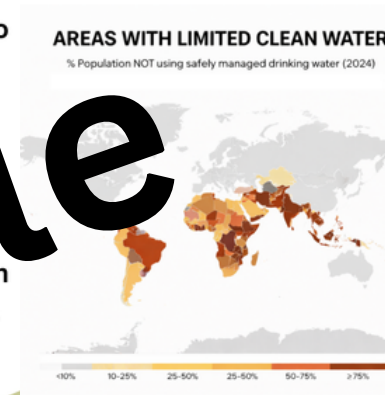
- 1. Why is healthy soil important?
- 2. What causes soil to dry out or erode?
- 3. How does soil health affect food production?

# Coral Reefs in Trouble



- 1. What differences do you notice?
- 2. What causes coral bleaching?
- 3. Why is coral important?
- 4. What happens when an ecosystem loses color?

# Freshwater Scarcity



- 1. Is freshwater evenly distributed?
- 2. Why do some places have more water than others?

# Everyday Choices, Big Impact



- 1. Which choices create more waste?
- 2. How do habits add up over time?
- 3. Which changes seem realistic?

# Endangered Species



- 1. What does it mean for a species to be endangered?
- 2. Why do some species struggle to survive?
- 3. How does habitat loss affect biodiversity?
- 4. What happens when a species disappears?

# Transportation & Emissions



- 1. How does transportation affect air quality?
- 2. Why do cars produce pollution?
- 3. What transportation choices reduce emissions?

# Renewable vs. Nonrenewable Resources



- 1. What is the difference between renewable and nonrenewable resources?
- 2. Which resources can run out?
- 3. Why does this matter for the future?
- 4. What happens when a resource runs out?

# Water Use



- 2. Which activities use the most water?
- 3. How can water use be reduced at home?

# Mining & Land Damage



- 1. What resources come from mining?
- 2. How does mining change landscapes?
- 3. Who is affected long after mining ends?

# Ways to Use this Resource

- ★ Earth Day Unit
- ★ Environmental Science
- ★ Teach Ecology Concepts
- ★ Bell Ringers and Exit Tickets

22 Days

## Water Pollution in Motion



1. Where does rainwater go in cities?
2. What might it carry with it?
3. How does this affect ecosystems?
4. What could wash into this drain from nearby streets?

## Plastic in Everyday Life



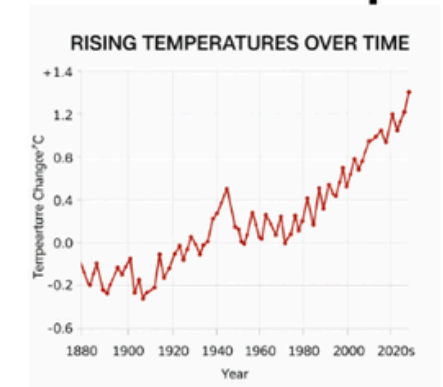
1. Which of these do we use daily?
2. Where do you think these items end up after use?
3. Are there alternatives?
4. Which item would be hardest to replace—and why?

## Fast Fashion



1. How often do clothes get replaced?
2. What resources are needed to make clothing?
3. What happens to clothes we throw away?
4. Should clothing be cheap—or should it last longer?

## Climate Change Data Snapshot



1. What trend do you notice?
2. Why do small changes matter?
3. How might this affect weather or wildlife?
4. What questions would you ask a scientist about this graph?

PowerPoint, PDF, PNG, & Google

# TEACHER DISCUSSION KEY

## Comprehensive Teacher Answer Key to help lead discussion

### Earth Day Countdown – Class Starter Teacher Discussion Key

**Day 1: Before & After Earth:** Side-by-side of a healthy forest vs. deforested land

**1. What changed?**

- Trees and plant life are missing
- Land is bare and exposed
- Habitat appears damaged or reduced

Teacher note: Emphasize visible changes students can point to directly in the image.

**2. What do you think caused this?**

- Trees were cut down for human use
- Land was cleared for farming, roads, or buildings
- Resource extraction like logging or mining

Teacher note: Guide students to recognize this as a human-caused change.

**3. How might this affect the environment?**

- Animals lose habitat
- People may experience health issues
- Both are affected

Teacher note: Reinforce the importance of protecting our planet.

**Big idea:** When natural resources are lost, the environment is damaged.

**Day 2: Plastic in Everywhere**

**1. Which of these do you think is the most common?**

- Water bottles
- Items students use every day
- Plastics designed to last

Teacher note: Help students think about the impact of plastic waste.

**2. Where do you think plastic waste ends up?**

- Landfills or trash
- Recycling facilities
- Sometimes the ocean

Teacher note: Emphasize the importance of recycling and reducing plastic use.

**3. Are there alternative materials?**

- Reusable bottles
- Paper, cardboard
- Using fewer single-use items

Teacher note: Focus on the importance of sustainable choices.

**4. Which item would you like to see eliminated?**

- Items that are not necessary
- Products used only once
- Items with few uses

Teacher note: Encourage students to think about the impact of their choices.

**Big idea:** Plastics are everywhere, and they are harmful to the environment.

**Day 3: Wildlife Under Pressure:** Animals crowding around a shrinking water source

**1. What problem are the animals facing?**

- Limited access to clean water
- Increased competition between animals
- Stress from overcrowding

Teacher note: Point out that water is a basic need for survival, just like food.

**2. What might happen if this continues?**

- Animals may become sick, weak, or dehydrated
- Some species may leave the area or die
- Increased conflict between animals

Teacher note: Help students think about both short-term and long-term effects.

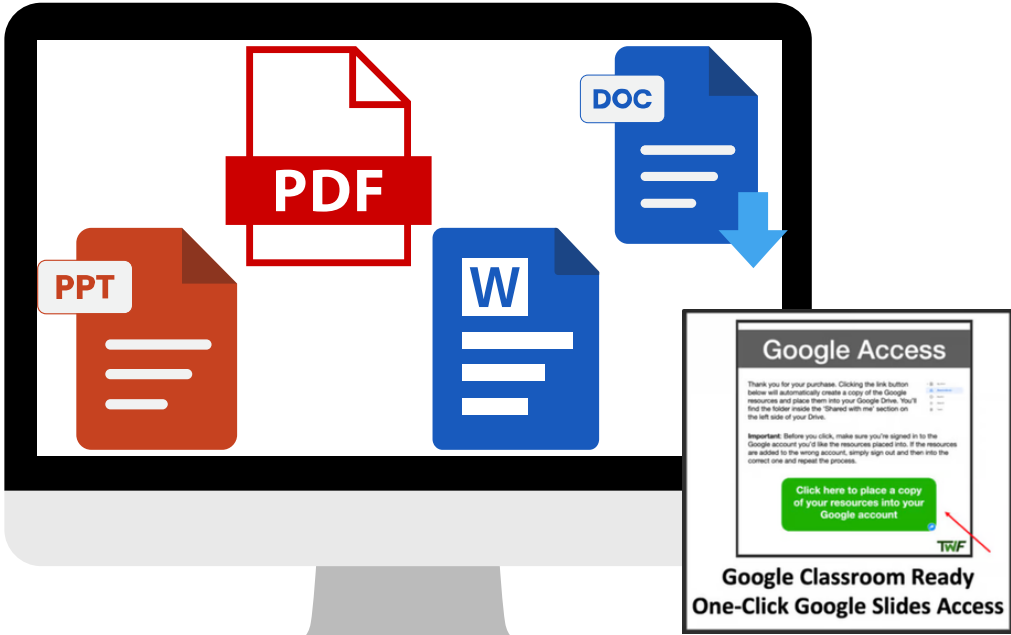
**3. How is this connected to climate or human activity?**

- Drought linked to changing climate patterns
- Water sources reduced by human use
- Habitat loss makes resources harder to find

Teacher note: Emphasize that natural and human factors often work together.

**Big idea:** When natural resources shrink, both ecosystems and animal populations are put under pressure.

- > Earth Day Countdown – Class Starter Image Files
- Earth Day Countdown – Class Starter Teacher Discussion Key.docx
- Earth Day Countdown – Class Starter Teacher Discussion Key.pdf
- Earth Day Countdown – Class Starter.pdf
- Earth Day Countdown – Class Starter.pptx
- Google Resource Access



# How to Use this Resource

1. Project the daily slide on the board
2. Students discuss the guiding questions in small groups (3–5 minutes)
3. Bring the class together for a whole-group discussion using the provided teacher discussion key

