

*Creating an ECO online Natural Fit Virtual Programs to Prepare Students for
boosting 21st century Skills 4 the Future (UNITY)*

2021-1-SE01-KA220-SCH-000032448

*STE(A)M-focused PBL for transferring 2021st skills for fighting against
climate change*

LESSON PLAN 3:

Take care of the Environment-Forest I

Presented by Fthia in Action team

Lesson procedure:

Date:	__/__/__
Teaching staff:	Mr/Mss/Ms
Term:	2022-2023
Week:	1
Year Level:	Primary/low secondary (6-15 years old)
Time/length	3-4 hour.
Key Learning Area:	Use of soft skills for climate change and blending interdisciplinary subjects, including science, math, art and social studies
Topic/focus:	Take care of the Environment- Protect the forest.
Lesson Name: Protect the forests- How we can take care of the Environment.	
Foreseen Outcomes:	
At the end of this lesson, students will be able to:	
<ul style="list-style-type: none"> ✓ understand the roles and importance of protecting forests for climate change, ✓ communicate with public authorities, persuading them for protecting the forest, ✓ run small-scale campaigns, relevant to protecting the forest, ✓ design posters and brochures, relevant to environment issues, ✓ improve their social skills, including group communication, interaction and discussion, 	
Lesson Description:	
This lesson shall demonstrate what a forest is, which animals and plants live in the forest, locate nearby forests, what we can do to protect it, what requirements are needed to protect a forest, how we can protect the forest in the simplest ways.	
Pre-requisites to this lesson plan (not applicable):	

Length (Lesson procedure):

This lesson will take 1-2-hour, which also includes interdisciplinary learning.

Depending on how to implement the planned lesson, the teacher shall need some materials, including videos, comics, papers, seeds, soil and baskets. The teaching staff shall follow the following steps to implement the lesson successfully:

Step 1. Lead in:

Teacher greets the students, and asks what they know about the forests. After collecting the feedback from the students, the teacher asks for grouping in accordance with the students' learning intelligence and or learning style. Here, teacher group students as:

- ✓ Group A: 2-3 students, having science learning interest/intelligence/capability/style
- ✓ Group B: 2-3 students, having technology learning interest/intelligence/capability/style.
- ✓ Group C: 2-3 students, having engineering (creativity) learning interest/intelligence/capability/style.
- ✓ Group D: 2-3 students, having art learning interest/intelligence/capability/style.
- ✓ Group E: 2-3 students, having math learning interest/intelligence/capability/style.

Note: As grouping the students, the number of students can change according to the class-size.

Lesson standard:

The lesson is standardized around STEAM-focused PBL for transferring 2021st skills for fighting against climate change. Here, we focus on the role of forests in climate change. Through creating and performing, the students will understand the importance of forests in our ecosystem and how to protect them.

Common Core State Standards:

The teacher shall connect and correlate the lesson with the national syllabus and or program, which shall incorporate the lesson with the national program.

Enduring Understandings:

The learning outcomes of the lesson shall be used by the students in their future lives. Besides, the lesson is connected with following areas:

- ✓ soft skills development,
- ✓ interdisciplinary learning,
- ✓ blended/hybrid learning,

The lesson will also answer the following questions:

- ✓ Is the lesson transferable for skills development?
- ✓ Can it be teachable over and over again?
- ✓ Does it connect to real-life issues?

Essential Questions:

- ✓ What are the connections of protecting the forest with STEAM skills?
- ✓ What are the connections of protecting the forest with PBL?
- ✓ How can building our own small ecosystem-forest lead to transfer soft skills?

Before the lesson implementation, the teaching staff shall brainstorm the above questions with the colloquies at the same school.

Case section:

The teacher shall follow the following steps:

Step 1. Creation of the case:

9.4% of our planet is covered by forests. Each year this number is getting lower. As a demonstration lesson the teacher shall use visuals, posters, videos, etc. Then, the teacher asks the following questions to the students who are grouped in "Step 1. Lead in". Each question is asked to the students who are grouped from A to E.

Questions for group A (Science-minded students):

- ✓ If you visit a forest how would it be?
- ✓ What can you do to protect the forest?
- ✓ Why do we have to protect the forest?

Questions for group B (Technology-minded students):

- ✓ How would you add technology in protecting a forest?
- ✓ What aspects of technology would you use and/or benefit in protecting the forest?
- ✓ What technological design would you use, if you create your own ecosystem-forest?

Questions for group C (Engineering-minded students):

- ✓ How do you protect the forest? Which tools would you use?
- ✓ With whom would you work with in order to protect the forest?

Questions for group D (Art-minded students):

- ✓ Can you design a poster to show the importance of the environmental impact of the forests and a result if they are destroyed?
- ✓ Can you compose a song for sharing it?
- ✓ What campaign would you run to increase the interest in protecting the forest in your local community?

Questions for group E (Math-minded students):

- ✓ What amount of oxygen can a forest produce?
- ✓ What calculation would you use to predict how to protect the forest correctly?
- ✓ How do you calculate the cost of protecting the forest?

The teacher first elicits the answers and then leads to the students taking actions and leads to make samples designed.

Skill focus:

During the lesson, Cognitive Skills, such as decision making, problem solving, creative thinking and interpersonal skills will be the focus.

Content:

Building knowledge on protecting the forests through STEAM-focused PBL approach.

Assessments:

The teacher will use summative assessments employed in this lesson to gauge student learning.

Evidence of Student Learning:

Students' learning evidence will be the quotes, graphics, pictures, prototype, song, posters etc. that they improved during the lesson.

Texts/Resources:

Teacher uses the needy sources for the implementation of this lesson: The resources/texts are to be created by the teacher (Please see the annex 1 attached under the lesson plan, which are to be used for this lesson).

Learning Activities:

A series of tasks the student will engage in over the lesson. The activities are based on what students need to understand and be able to do for the performance and are aligned to the defined standards **‘Take care of the Environment-Forest I’** and the essential questions defined under **‘Case section’**

Practice:

Teacher will deeply explain the negative effects of climate change and the role of protecting the forest. Here, the teacher shall elaborate or describe the lesson using these prompts provided).

The teachers shall create a flexible learning environment for the students. Here, the teacher uses:

Warm-up: ask about the questions and make the students ready for learning for the topic-specific subject.

Practice: The teacher sets-up demonstration/modeling (I do-we do-you do)
Studio/Rehearsal/Workshop (students engage in creating/planning/refining).

Clean-up: During the procedure, the teacher walks around the class and observes the students on what they need and control. If the students have questions, the teacher answers them.

Suggested Extensions:

- ✓ The teacher may arrange a visit to the forest for the students.
- ✓ The teacher may lead the students to clean up the forest from trash.