

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

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

LESSON PLAN 6: Save our planet!

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Lesson procedure:

Date:	__/__/__
Teaching staff:	Mr/Mss/Ms
Term:	2022-2023
Week:	1
Year Level:	Primary/low secondary
Time/length	Project day (one school day)
Key Learning Area:	Use of soft skills for climate change and blending interdisciplinary subjects, including science, math, art and social studies
Topic/focus:	Endangered animals
Lesson Name: Save our planet!	
Foreseen Outcomes:	
At the end of this lesson, students will be able to:	
<ul style="list-style-type: none"> ✓ define the endangered animals ✓ describe levels of endangerment ✓ detect most endangered animals in your country ✓ describe reasons why some animals become endangered ✓ describe ways humans can help animals from becoming endangered ✓ design posters and artwork, relevant to topic, ✓ improve their social skills, including group communication, interaction and discussion, improve their soft skills such as design thinking, critical thinking, decision making, efficient use of resources. 	
Lesson Description:	
This lesson shall demonstrate:	
<ul style="list-style-type: none"> ● Which are endangered animals? ● What are the levels of endangerment? ● Which are the most endangered animals in your country? ● What is making animals endangered? ● What is Poaching? ● What is an animal green bridge? ● How can humans help animals from becoming endangered? 	
Prerequisites to this lesson plan (not applicable):	

Length (Lesson procedure):

This lesson is organized as a school project day and will take 6 hour, which also includes interdisciplinary learning.

Depending on how to implement the planned lesson, the teacher will need some ICT materials (computers, tablets, etc.) and other materials for the theater play. The teaching staff shall follow the following steps to implement the lesson successfully:

Step 1. Lead in:

Teacher greets the students, and asks them to think about the endangered animals. 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 understanding the importance of endangered animals and how to prevent their disappearance.
- ✓ Through creating and performing, students will gain knowledge about how endangered animals are important for human existence.
- ✓ Regarding this, it can be expected that understanding of the topic will lead students to work on taking more care that less endangered animals exist on our planet.

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 curriculum.

Enduring Understandings:

The students will understand the core ideas and philosophy behind the endangered animals. Also they will find out what can be done for people to reduce the number of animals to be considered endangered. Students will understand their role of doing it in everyday life. The learning outcomes of the lesson shall be used by the students in their future life and incorporated in their local communities. 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:

- Which are endangered animals?
- What are the levels of endangerment?
- Which are the most endangered animals in your country?
- What is making animals endangered?
- What is Poaching?
- What is an animal green bridge?
- How can humans help animals from becoming endangered?

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

Case section:

The teacher shall follow the following steps:

1. Teacher writes endangered animals on the board and reads it to the students. Then he/she asks them to think and tell them how important it is to have less endangered animals.
2. Teacher asks students to brainstorm what would happen if we don't take care of endangered animals. Students can give their answers freely by raising their hand.

'Step 1. Lead in'. Each question is asked to the students who are grouped from A to E. Each group should have a tablet or a computer.

Questions for group A (Science-minded students):

- ✓ Which are the most endangered animals in the world?
- ✓ Which animals don't exist any more on our planet?
- ✓ What are the levels of endangerment?
- ✓ Which are the most endangered animals in your country?

Questions for group B (Technology-minded students):

- ✓ Research the term endangered.
- ✓ What is most endangering for animals and why?
- ✓ Which human technologies can help animals from becoming endangered?

Questions for group C (Engineering-minded students):

- ✓ Research basic information about the animal black market.
- ✓ What is poaching?
- ✓ What is an animal green bridge?

Questions for group D (Art-minded students):

- ✓ Can you design a poster and a slogan to promote protection of endangered animals?

- ✓ Can you create origami animals?
- ✓ Research the internet and find videos about extinct animals.

Questions for group E (Math-minded students):

- ✓ Research the internet and find quantities of endangered animals in the world.
- ✓ Research the internet and find quantities of endangered animals in your country.
- ✓ Use Excel charts and graphs to show collected data.
- ✓ Calculate the percentage of endangered animals in your country compared to a world level.

When all groups are done each group presents their findings to the rest of the class. Students from other groups when each presentation is over are free to ask questions.

'Step 2. Make it real''

Students will decide on 5 endangered animals that will become characters in their theater play. For each character students will make costumes using recycled materials. They will write the script for the theater play. The topic of the theater play will be an eco problem that will be resolved by the characters. Students will rehearse the play and make the video.

Skill focus:

During the lesson, Cognitive Skills, Decision Making, Problem solving, Creative Thinking and Interpersonal Skills will be the focus.

Content:

The content of the unit is based on the disciplinary or topic-area concepts.
Building Knowledge through learning by doing.

Assessments:

Describe the diagnostic, formative, and summative assessments employed in this lesson to gauge student learning.

Evidence of Student Learning:

Provide a list of the process documentation that you plan to acquire during the course of the lesson. These may include photographs of students engaged in learning, drafts of student work, quotes from students, interviews of students, video, etc.

Texts/Resources:

The collection of short and extended works aligned to the standards and content. Examples: materials for the theater play.

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 "Save our planet!?" and the essential questions defined under **Case section**.

Practice:

Teacher will deeply explain the roles and importance of the environmental impact on endangered animals. 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.

Presentation of Work

Suggested Extensions:

Organize a visit to a museum, ZOO or an aquarium.