

*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 4: WEATHER AND CLIMATE, EDUCATING FOR
SUSTAINABLE DEVELOPMENT**

*Presented by
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Lesson procedure:

Date:	_19_/_05_/_2022__
Teaching staff:	Teams 3°/4° Primary school
Term:	2022-2023
Week:	1
Year Level:	Primary
Time/length	6-8 hour.
Key Learning Area:	Italian, science, maths, art and social studies
Topic/focus:	WEATHER AND CLIMATE: EDUCATING FOR SUSTAINABLE DEVELOPMENT
Lesson Name: WE FIGHT AGAINST CLIMATE CHANGE	
Foreseen Outcomes:	
At the end of this lesson, students will be able to:	
<ul style="list-style-type: none"> ✓ 1) recognize the positive and negative interventions of man in his own living environment; 	
At the end of the lesson they will do:	
<ul style="list-style-type: none"> ✓ 2) rework the data collected and reflect on the difference between weather and climate; 	
Lesson Description:	
<ol style="list-style-type: none"> 1. direct observation of the time in one's environment and data collection on a table 2. problematization and presentation of the task 3. reflection on what we can do to combat the negative effects of climate change 4. reflection on the negative effects of climate change 	
Pre-requisites to this lesson plan (not applicable):	
Length (Lesson procedure):	
This lesson will take 6-8 hour, the consequences of human activities on nature prevent respect for rights	
Lesson standard:	

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 national program.

Enduring Understandings:

- students will understand the difference between weather and climate;
- students will understand the differences between wrong and right action on climate change;
- Students will understand the importance of collaborating for shared work

Essential Questions:

- ✓ Why does the weather change?
- ✓ What happens when the weather changes?
- ✓ How would we live in minus or plus 40 degrees centigrade?

Case section:

Viewing a video about climate change.
Reflections on the observed video.
Division of the class into groups for the elaboration of proposals.
Sharing of shared proposals with the class.

Skill focus:

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

Content:

Lesson 1: During recess, the teacher takes the children to the garden to observe the weather. Like a scientist, children will have to fill in a special weather table provided by the teacher for a week.

Lesson 2: Frontal lesson in the classroom using also the IWB for video observation on climate change explained to children and debate on the topic.

Lesson 3: Creation of 4 working groups by assigning the various roles with proposals or alternative solutions for the fight against climate change. Let's try to think about how we would live at plus or minus 40 degrees centigrade: what would you eat? How would you dress?

Lesson 4: Activity report with final group work posters and exposure to classmates.

Lezione 5: The students in groups reconstruct the path followed and express collective and personal evaluations.

Assessments:

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

Evidence of Student Learning:

The learning tests will consist of systematic observations, construction of tables and self-evaluation questionnaires.

Texts/Resources:

Videos on climate: https://youtu.be/Hkk9zKiR1_o, recycling, Agenda 2030, word walls, scientific and current texts on water consumption reduction.

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 “Use of art recycled for against climate change” and the essential questions defined under “ Case section”

Practice:

Teacher will deeply explain the the roles and importance of environmental impact of Art recycled and a result of massive consumption of goods. 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:

- The teacher can organize a visit to the weather station of the Pisa military airport for the students.
- Provide a bulleted list of potential next steps or subsequent learning activities that will extend the teaching and learning of arts content.

