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| **LESSON PLAN** |  | |  |
| **Like the Ocean We Rise by Nicola Edwards and Sarah Wilkins**  Like The Ocean We Rise is written in poetry style and discusses elements of climate change. The poems contain references to international cities and countries and groups and individuals making a difference in their communities. Students will discuss ways in which groups and individuals can work together to help battle climate change. Students will write an action that they will take. | | | |
| **Subject** | Lesson 1  The effects of climate change on the places where we live  Actions that we can take to lessen the effects of climate change | **Date** |  |
| **Class** | Lower/middle primary | **No of Periods** | *1* |
| **Strand** | Literacy  Science  Social Studies | **Sub Strand** |  |
| **Learning Intention or Outcome** | Students will develop a better understanding of the causes and effects of climate change.  Students will understand that they can take action to make change | | |
| **Indicators** | Students will write and illustrate about an action that they will take to help reduce the effects of climate change on their community | | |
| **Success Criteria** | Students will take action | | |
| **Prior Knowledge**– How will you link the lesson to students’ prior knowledge?  Science – some understanding of changes that are happening in their community e.g rising sea level, weather changes | | | |
| **Introduction “I DO”** – Teacher instruction  Teacher will:  Slide 1– ‘Individually, we are one drop. Together, we are an ocean.’  Pose the questions ‘What does the statement on this slide mean?’ ‘Why might this statement by important to today’s lesson?’  Slide 2 – explain to students the purpose of this lesson  Slide 3 – read the new vocabulary and definitions and provide added information that is relevant to the experiences of the students.  Slide 4 – explain how the weather changes may relate to experiences that students and their families may have eg. More storms, more difficult to cultivate or find food  Slide 5 – explain that we use many items that are made from wood products and that the harvesting of timber leads to deforestation. Provide some examples of products made from wood eg. Paper. Ask students to provide some suggestions of things in the classroom that are made from timber products.  Slide 6 - Pose the questions how do you move about your community? What fuel do you use in the particular forms of transport. What are these fuels made from ?(Focus on the sources of fuels)  Slide 7 – Explain that animals, including humans, contribute gases into the environment  Slide 8 - Pose the question ‘did you know that plastics create harmful gases when they are made and when they are breaking down? Ask students to identify plastic items that they use.  Slide 9 – Play youtube Like the Ocean We Rise  Slide 10 – Organise students into pairs or small groups to enable students to discuss/respond to the questions: ‘what has happened in this photo’ ‘how could this be a result of climate change?’ ‘Has this happened in any places that you know?’ If so ask students to explain what they noticed or heard of. Ask some students to share some of the thoughts from their pair or small group  Slide 11, 12, 13, 14 – Engage students in a discussion about how their lives , or those of their parents, may be changing, or have changed, as a result of climate change.  Pose the question ‘what can we do’. You could change the question to ‘what can you do?’  Slide 15, 16 17, 18 , 19– ask students to identify any new ideas that may be shown on the slides. Ask students to identify any of the ideas that they are doing already  Slide 20– explain the worksheet | | | |
| **Activities “YOU DO”** – Challenging meaningful independent tasks  Students will:  Slide 1 – engage in a discussion and make suggestions about the meaning of the statement  Slide 2 , 3, 4 –listen to teachers explanations  Slide 5 – respond to teacher questions and refer to items in the classroom  Slide 6 – respond to teacher questions  Slide 7 – listen to teachers explanation  Slide 8 – respond to teachers questions and identify plastic items that they use  Slide 9 – Watch youtube ‘Like the Ocean We Rise’  Slide 10 – engage with other students, in pairs or small groups, to discuss the questions posed by the teacher.  - share some of their discussion points with the class  Slide 11, 12, 13, 14 - continue pair or small group discussion about changes in their lives, or those of their parents, that may be a result of climate change.  - prove suggestions to ‘What can we do?’ ‘What can you do?’  Slide 15, 16, 17, 18, 19 – continue pair or small group discussion about any new ideas shown on the slides and any of the ideas that they are already doing  Slide 20 – listen to teachers instructions  - complete the worksheet | | | |
| **Assessment for learning:** How will you check students’ understanding during the lesson?  Teachers will:  Provide opportunities for students to talk about their learning and understanding through paired and small group discussions  Make anecdotal notes about challenges and successes that students have during the lesson eg. Ability to think of solutions beyond those discussed as a class, | | | |
| **Teacher Reflection ޓީޗަރުގެ ބަޔާން**  What worked well?  What would you like to change next time? | | | |

**Follow up/extension ideas**

**Class**

1. Display worksheets around the school
2. Develop some actions that the class could take and create posters to be displayed in the school
3. Speak with community members about plans that they have for the community to combat climate change

**Whole school**

1. Undertake a whole school action audit and identify any elements that could be expanded or need revisiting