

LESSON PLAN FORMAT

SUBJECT	ENVIRONMENT	GRADE	8th
TOPIC	THE 3R'S	LENGTH	60 MINUTES
AIMS			
MAIN AIMS <i>(What are the main aims of your lesson (content, language skills and language items)? What do you want your learners to have learnt by the end of this lesson?)</i>			
<p>MAIN AIM: By the end of the lesson, students will have understood the importance of the philosophy of the three Rs. They will also make an action plan to apply three actions of the philosophy to improve their commitment to the environment in their homes, giving documentary evidence about the execution of the plan.</p> <p>SUBSIDIARY AIM: Learners will also ...</p> <ul style="list-style-type: none"> • Share opinions or ideas using wh questions/answer • Integrate new vocabulary related to the content 			
TEACHING OBJECTIVES			
Content <i>(New knowledge, skills and understanding)</i>	Cognition <i>(High-order thinking skills, problem-solving, challenges and reflection)</i>	Culture <i>(Awareness of self and other, identity, citizenship, and pluricultural understanding)</i>	
<ul style="list-style-type: none"> ◆ Learn/ review vocabulary related to the 3R's ◆ Revision of the structures used to introduce the topic (<i>Do you think recycling is an important human action? Why? / Do you produce the same waste? Do you and your family recycle? </i>) 	<ul style="list-style-type: none"> ◆ Understanding terms related to the 3r philosophy and eco footprint ◆ Determining your own ecological footprint ◆ Creating and rating a real plan of recycling at home 	<ul style="list-style-type: none"> ◆ Identifying eco behavior in their communities that can improve/damage the environment ◆ Comparing behavior in groups of different communities ◆ Sharing ideas of how to accomplish their recycling plans at home and how that plan can impact on our city 	
Communication <i>(What and how)</i>			
<p>Students will make a survey to determine their own eco footprint They will also read a test about the 3R's philosophy Compare their survey result and reflect about the recommendation to improve those who rate "large footprint"</p>			
Language of Learning <i>(Key vocabulary – content-obligatory)</i>	Language for Learning <i>(Functional language e.g. language while learners participate in the lesson – thinking skills)</i>	Language through learning <i>(Language progression, practice and extension – emerging language, and what you will do with this)</i>	
<ul style="list-style-type: none"> ◆ Identify general and specific information in a short text about ecological footprints written in simple language. ◆ Compare negative things for the environment; Environmental impact; Human actions ◆ Using Wh- questions; Making suggestions; Giving explanations 	<ul style="list-style-type: none"> ◆ Agreeing and disagreeing about human action with the environment: <i>I don't think so.</i> <i>I don't agree with you. I disagree.</i> <i>I'm against / opposed to...</i> <i>That's something I'm not interested in.....</i> <i>You are wrong. ...</i> <i>I couldn't disagree</i> 	<ul style="list-style-type: none"> ◆ The students will be using the expression : How do you say... in english to incorporate new key vocabulary ◆ The teacher will assess/monitor the task groups and respond to language problems that may affect communication Teacher will also include any useful and well-used language for its development. ◆ Teacher will be foccus on time to encourage the learners to use it according to the plan . 	
CRITERIA FOR ASSESSMENT <i>(What kind of assessment will be used in class? (teacher, peer, self?) What are you assessing, how?)</i>			
Formative Assessment		Summative Assessment	



Rubric

[SELF ASSESSMENT](#)

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LESSON PROCEDURE / ACTIVITIES			
Time	Stage	Procedure	Materials & Resources
5 minutes	Activate prior knowledge	Flash card/ presentation with previous vocabulary	PPT doc Flash Cards Dictionary
10 minutes	Lead in	Students will receive a Board Game and the instructions to play	Printables Coins Tokens ♦ GAME BOARD
10 minutes	Task 1: Listening	Students will listen an interview then they can solve the first task where they have to match some new vocabulary with the image which represent each word after that they can answer 3 questions related to the environment lesson topic	♦ TASK 1
10 minutes	Task 2: Survey	Students will solve a survey and identify their own eco-footprint to reflect about their impact on the environment	♦ SURVEY
10 minutes	Task 3: Discussion task	Teacher will give each student a car with the possible results to the survey and a post-it. They have to write an action to improve each eco footprint The board will be divided and students will classify their advice on it. View	♦ Post it ♦ Markers ♦ Dictionaries
10 minutes	Practical task	Students will make a silent walking to the board, takes notes from the advices on the board and make a first draft for their ECO PLAN	♦ Dictionaries ♦ Notebooks ♦ Pencils/pens
5 minutes	Wrap up	Sharing opinions after reflecting with some guiding questions ♦ What did you know about the 3Rs at the beginning? ♦ What do you know about ecofootprint now? ♦ What would you like to learn?	♦ Pencils/pens ♦ Notebooks ♦ Students