

LESSON PLAN FORMAT

SUBJECT	Science(EE)	GRADE	8th
TOPIC	Environmental issues in our community.	LENGTH	
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>By the end of the lesson students will increase their environmental awareness by evaluating and analyzing and reporting environmental issues impacting their school and neighborhood, throughout the observation of human actions in their context.</p> <p>DBA 5 y 8</p> <p>SUBSIDIARY AIMS. To develop student's ability to observe ecological problems. To improve students vocabulary to talk about ecological issues, causes and impact.</p>			
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"> Students will learn Ecological problems, (deforestation, water pollution, soil pollution, air pollution, animal abuse). Eco- friendly actions to describe ecological issues in their school and community. 	<ul style="list-style-type: none"> Evaluate good and bad environmental practices, human actions, and environmental impact. Analyse information gathered and make suggestions to improve practices. Create an online notice board to report the research findings. 	<ul style="list-style-type: none"> Promotes a sense of place and connection through community involvement. Encourage students to take action to keep a healthy environment and improve community well-being. 	
Communication <i>(What and how)</i>			
Language of Learning <i>(Key vocabulary – content-obligatory) (Key vocabulary – content)</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>	
<p>Environment</p> <ul style="list-style-type: none"> Environmental impact Human actions <p>Negative things for the environment</p> <ul style="list-style-type: none"> Environmental impact 	<p>Wh- questions</p> <ul style="list-style-type: none"> Making suggestions Giving explanations <p>Collocations to express</p>	<p>Monitor Students use of the target language</p> <p>Students will use modal verb Should to make practical</p>	

	<p>The vocabulary of eco- friendly actions(do not litter, plant trees, recycle, re use, reduce, save water or energy, reuse a bike to go to school or work) ecological problems causes(logging, pollution, dump waste, mining, noise, animal abuse, waste of energy or water, littering) and consequences(erosion, soil pollution, water pollution, air pollution, ozone layer destruction, habitat loss). Xd</p>	<p>suggestions to improve their community well- being.</p>
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CRITERIA FOR ASSESSMENT

(What kind of assessment will be used in class? (teacher, peer, self?) What are you assessing, how?)

<p>Formative Assessment Collaborative work Mentoring sessions</p>	<p>Summative Assessment. Observation table (chart) for students to register specific information related to problems observed at school or in their community, causes, and possible eco friendly actions suggested to improve the situation.</p> <p>Vocabulary test (matching exercises).</p>
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LESSON PROCEDURE / ACTIVITIES

Time	Stage	Procedure	Materials & Resources
<p>1st session</p> <p>20 minutes-</p> <p>30-40 minutes-</p> <p>15 minutes.</p> <p>15 minutes</p>	<p align="center">Lead in</p>	<p>Present the video to elicits/ teach ecological problems vocabulary.</p> <p>After watching the video, the whole group of students brainstorm the topic on a cardboard including ecological issues observed, human actions and nature vocabulary).</p> <p>The teacher tells the students that they are going to do matching and labeling exercises in pairs.</p> <p>After that, students classify the vocabulary into eco friendly actions or ecological issues.</p> <p>Then the whole class shares their answers to discuss which human actions are good or bad for the environment.</p>	<p>Video beam, audio speakers, card board</p>

45 minutes			
2nd session 30-35 minutes 40-50minutes 20 minutes	PRACTICE Workshops	Listening: Labeling exercise with negative actions. Reading comprehension exercise about ecological footprints and solutions given by kids. Speaking: discuss your answers with a partner.	Photocopies, pictures.
3rd session 90 minutes Fourth session 90 minutes	APPLICATION Project	<p>The teacher indicates the students they will be working in an ecological project and an instrument to guide the observation will be given. Students are supposed to act as researchers and work in groups of five through the whole project.</p> <p>They will obtain information related to ecological problems by observing when going across the school or neighborhood.</p> <p>The teacher gives instructions for the first session: Students register, in the chart given, WHAT ecological issues they observe, WHO/ WHAT produce them, and WHERE they occur. They also need to take pictures.</p> <p>In the second part students are asked to complete the chart with the consequences of the ecological problems and suggest practical eco-friendly actions they can do at school, at home in their communities to help the environment .</p>	Observation chart.
Fifth session 90 minutes	APPLICATION Report	In the third session the teacher gives the students a code to co-create an online board. Each group contributes to editing a common Padlet by posting notes, videos, images or recordings with information obtained during the observation and their perceptions of the activity.	Padlet, mobiles or PC.
Sixth session 90 minutes	Wrap up	vocabulary test and Self-assessment	Self assesment table and test phtocopies.