



# The Big Green Legacy: Lesson 1 – Lesson Plan

**Level:** Middle School

## LESSON PLAN

### Lesson No: 1

#### Learning Objectives:

- To define the concept of a legacy and explain its impact on future generations.
- To explain the importance of youth voices and collective action in creating positive change.
- To identify personal actions that contribute to a positive legacy.

#### Outline:

In this lesson, we'll explore the concept of a 'legacy' and how our actions today can shape the future for generations to come. You will think about the legacy you want to leave, use your voice to inspire others, and brainstorm ways to make a positive difference, understanding that even small actions now can lead to a better tomorrow for everyone.

#### Key Terms:

*role; lasting; optimism; light; change; together*

#### Resources:

- Video
- Handouts: Quotes, What legacy do you want to leave, lyric gap fill, wall guidance

#### Materials / equipment needed:

- Projector / Screen / Smartboard with sound
- Handouts
- Post-it note pad
- Pens



Resources & Time	Starter: Remember
<p><b>Time: 2 minutes</b></p> <p><a href="#">The Big Green Lesson – Lesson 5</a></p>	<p>Ask learners if they went to COP28. What did they see? What did they learn?</p> <p>*Optional*: For those schools who studied the BIG GREEN Lesson, teachers can open up the Lesson 5, Slides 5-6 to remind learners of the pledges they made</p>
Resources & Time	Section: Think
<p><b>Time: 5 minutes</b></p> <p>Slide number(s) 4-7</p> <p>Link to pledges</p> <p>Quotes Handout</p>	<ol style="list-style-type: none"> <li>Refer to Slide 4 and introduce learners to the images of Sheikh Zayed and lead a discussion to explore prior knowledge regarding his actions and his importance to the UAE. For example: <ul style="list-style-type: none"> <li><i>Who can tell me who this man is in the picture?</i></li> <li><i>Do you know any interesting facts about this person?</i></li> </ul> </li> <li>Ask a student to read out the statement on Slide 4</li> <li>Refer to Slides 5 and reveal the images. Lead learners to brainstorm related vocabulary in a teacher led discussion.</li> <li>Refer to Slide 6 and reveal sentences. Then go through the following steps: <ul style="list-style-type: none"> <li>Learners read sentences and discuss any words on concepts that they do not understand.</li> <li>Discuss the sentences/ images and how they relate to Sheikh Zayed's legacy – identifying key aspects of his legacy.</li> <li>Match the sentences to the correct images.</li> </ul> </li> <li>Refer to Slide 7 and confirm answers. Then go through the following steps: <ul style="list-style-type: none"> <li>Brainstorm personal ideas and interpretations of 'legacy'.</li> <li>Reveal ways in which an individual can build a legacy, having learners read along.</li> <li>Discuss the sentences/ images and how they relate to Sheikh Zayed's legacy – identifying key aspects of his legacy.</li> </ul> </li> </ol>
	<p><b>Differentiation activities (Support):</b></p> <p>Pre-teach the meaning of key vocabulary using synonyms, images, simple definitions etc.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>Learners provide specific examples as to how Sheikh Zayed has left a legacy and compare answers</p>
Resources & Time	Section: Watch



<p><b>Time: 7 minutes</b></p> <p>Slide number(s) 8</p> <p>Quotes Handout</p>	<ol style="list-style-type: none"><li>1. Explain that learners will watch a video from COP 28.</li><li>2. While watching, learners try to answer the following questions.</li></ol> <p><i>How many different languages are spoken in the video?</i></p> <p><i>Can you name any of the languages?</i></p> <p><i>Languages: Arabic; Vietnamese; Hindi; Portuguese; Chinese; Swahili;</i></p>
	<p><b>Differentiation activities (Support):</b></p> <p>Learners match ideas to what they see / hear / feel (e.g. music; people; happy, hope).</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>Learners watch again and note any new language they hear.</p>



Resources & Time	Section: Read
<p><b>Time: 10 – 15 minutes</b></p> <p>Slide number(s) 9-10</p>	<ol style="list-style-type: none"> <li>Learners complete the chorus section of the lyrical gap fill, together, using the key terms, as a class.</li> <li>Teacher reveals the answers.</li> <li>When learners have finished the task, ask what they think 'legacy' means. How would they define 'legacy'? Encourage all answers without correcting learners. (A good definition will be provided on the next slide)</li> </ol> <p><b>Differentiation activities (Support):</b> Teacher can provide the first letter of each word on the handout to scaffold the task.</p> <p><b>Differentiation activities (Stretch)</b> Learners break out into small groups and complete the rest of the song on the handout. (<i>Lyric gap fill handout needed</i>)</p>
Resources & Time	Section: Act
<p><b>Time: 10 – 15 minutes</b></p> <p>Slide number(s) 11-13</p> <p>Legacy Guidance Notes</p> <p>Handout - What legacy do you want to leave?</p> <p>Post-its and pens</p>	<ol style="list-style-type: none"> <li>Bring up the dictionary definition of 'legacy', comparing it to learners' ideas from the previous activity.</li> <li>Use the diagram to show the stages of a) making a pledge; b) taking action (planting the seed); and c) the fully grown tree that will be there long into the future (legacy). If necessary, explain that the tree will most likely still be there for our children, grandchildren, great-grandchildren, etc., to see. Emphasise that this is what we mean by 'legacy'</li> <li>Move onto slide 7. Bring up the question <i>How would you like to see the world 50 years from now?</i> Elicit answers from the class. Try to keep the focus on the environment and environmental sustainability. Reveal the table with questions and example answers. Go through them with the class and show how the first two questions help with the final question. Explain to learners they will now complete their own table. Provide the handout to each learner. Focus students' attention on what they are passionate about. Remind them of the lyrics from 'Tomorrow starts today', to help them.</li> <li>Move onto slide 8 and show the image of the legacy wall. Learners their legacy on a post-it note and stick it to a wall/ the board.</li> </ol> <p><b>NB: Refer to Legacy Guidance Notes for ideas on how this can continue throughout lessons to encourage learners to monitor their actions.</b></p> <p><b>Differentiation activities (Support):</b> Learners work in groups to create one personal action.</p> <p><b>Differentiation activities (Stretch)</b> Learners write one environmental, social and personal) action to take. Learners then group actions into the correct categories (environmental, social, personal).</p>



Resources & Time	Section: Reflect
<p><b>Time: 5 minutes</b></p> <p>Slide number(s) 9</p>	<ol style="list-style-type: none"><li>1. Put learners into groups of three. Bring up slide 9. Use the image on the slide to show that learners will participate in a 'gallery walk'. Explain they must try to remember as many legacies as they can in three minutes.</li><li>2. Learners return to their groups and write down as many legacies as they can remember from the gallery walk. The group that remembers the most wins.</li><li>3. Have a brief discussion on why it is important to leave a legacy. Remind learners of Sheikh Zayed and the legacies he has left.</li></ol>
Resources & Time	Plenary
<p><b>Time: 2 minutes</b></p> <p>Post-it notes</p>	<p>Exit ticket: Ss are prompted to write down a word related to 'legacy' (e.g. generation, ancestors, youth, history) and hand it to the teacher before they leave the class. Alternatively, Ss can say a word (and spell it for bonus 'points') related to 'legacy' to leave the lesson.</p>