



# The Big Green Legacy: Lesson 1 – Lesson Plan

**Level:** Lower Primary

## LESSON PLAN

### Learning Objectives:

- To identify how Sheikh Zayed's legacy helps people today.
- To explain the concept of legacy using simple words and examples.
- To describe personal actions that contribute to a positive green legacy.

### Outline:

In this lesson, we'll explore the concept of a 'legacy' and how actions today can shape the future for generations to come. Learners will discover the meaning of 'legacy' using simple words and examples, understanding that it can be actions, ideas, or things we leave behind. We will then explore Sheikh Zayed's legacy, learning about his importance to the UAE and identifying four key aspects of his enduring influence: sharing UAE culture and traditions, helping people, protecting animals and nature, and making the UAE great.

The lesson will help learners understand that everyone, even children, can create a personal legacy through giving to others, teaching good ideas, and helping the community.

Learners will be introduced to the concept of a 'Big Green Legacy', focusing on environmental actions that can make the Earth happy today and tomorrow. They will brainstorm and share ideas for their own 'Big Green Legacy' actions, understanding that small actions can make a big difference.

Finally, learners will reflect on the legacy they want to leave, use their voice to inspire others, and commit to making a positive difference. Through these activities, learners will understand that their actions today can create a better tomorrow for everyone, emphasizing the importance of starting to build a positive legacy now.

### Key Terms:

*legacy; Sheikh Zayed; earth; action*

### Resources:

- Lesson Plan
- PPT Presentation
- Chant Handout (optional)
- Offline version of the lesson

### Materials / equipment needed:

- Projector

### Preparation:

N/A



Resources & Time	Section: Think
<p><b>5 minutes</b></p> <p>Slide 4</p>	<ol style="list-style-type: none"> <li>Introduce learners to the images of Sheikh Zayed and sentences as a class. 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 is the man in the picture?</i></li> <li><i>What is he wearing?</i></li> <li><i>What did he do?</i></li> <li><i>How old do you think the picture is?</i></li> <li><i>What is he doing in the picture (on the right)?</i></li> </ul> </li> <li>Introduce learners to the concept of legacy in relation to Sheikh Zayed and how his legacy makes the UAE great today.</li> </ol>
Resources & Time	Section: Think
<p><b>10 minutes</b></p> <p>Slides 5-7</p>	<ol style="list-style-type: none"> <li>Move onto slide 5. Ask learners to think of related vocabulary in a teacher led discussion.</li> <li>Move onto slide 6 to reveal the sentences. Learners read the sentences and discuss any words or concepts that they do not understand.</li> <li>Learners match sentences to the correct images.</li> <li>Move onto slide 7 to reveal answers.</li> <li>Discuss the sentences/ images and how they relate to Sheikh Zayed's legacy – identifying key aspects of his legacy.</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 left a legacy.</p>
Resources & Time	Section: Read
<p><b>5 minutes</b></p>	<ol style="list-style-type: none"> <li>Learners think of their own interpretations of 'legacy'.</li> <li>Reveal ways in which an individual can build a legacy by reading the text in the speech bubbles. Have learners read along.</li> </ol>



Slide 8	<p>3. Discuss ways to start building a personal legacy through: a. Giving to others b. Teaching good ideas c. Helping the community.</p> <p><b>Differentiation activities (Support):</b></p> <p>Learners work in groups to think of different ways they can a. Giving to others b. Teaching good ideas c. Helping the community</p> <p><b>Differentiation activities (Stretch):</b></p> <p>Learners discuss examples of the key aspects of building a legacy and compare answers.</p>
<b>Resources &amp; Time</b>	<b>Section: Read</b>
<p><b>25 minutes</b></p> <p>Slide 9</p> <p>Chant Handout</p>	<ol style="list-style-type: none"> <li>1. Introduce the term 'Big Green Legacy', explaining it's about making Earth happy now and in the future (connect it to previous discussions about legacy and environment).</li> <li>2. Present the chant "Our Big Green Legacy", displaying the chant and/or distribute printed copies. Read the chant once with learners, explaining any unfamiliar words.</li> <li>3. Teach and demonstrate the actions (see example actions below) for the chant, have learners practise the actions without words first.</li> <li>4. Practise the chant with actions: start slowly, line by line, adding actions, gradually increase speed as students become more comfortable.</li> <li>5. Lead the class in a full performance of the chant with actions, encourage enthusiasm and energy in the performance.</li> <li>6. Ask learners what they think the chant means, highlight key concepts like helping, sharing, and making Earth happy.</li> <li>7. Ask learners to suggest ways they can create their own 'Big Green Legacy' and encourage practical, achievable ideas.</li> <li>8. Emphasize that everyone can start their 'Big Green Legacy' today and remind learners that small actions can make a big difference.</li> </ol> <p>Example Actions:</p> <p><i>legacy - sweep arms wide; help - clasp hands together; share - pretend to hand something; teach - point to head; start now - point to wrist like a watch; don't wait – hold up and wiggle finger; Green Legacy – sweep arms in an arc; earth – use both hands to make a large circle</i></p> <p><b>Differentiation activities (Support):</b></p> <p>Teacher recites the chant while learners accompany with pre-taught actions.</p>



	<p><b>Differentiation activities (Stretch):</b></p> <p>Learners are divided into groups to produce their own choreography and to then practice and share their performances.</p>
Resources & Time	Section: Act
<p><b>10 minutes</b></p> <p>Slides 10-12</p>	<ol style="list-style-type: none"> <li>1. Explain that learners will sort images into 'positive' and 'negative' actions - clarifying that positive actions help create a good green legacy, while negative ones don't.</li> <li>2. Ask learners to briefly describe each image. Then, for each image, ask: "Is this a positive or negative action?", encourage learners to explain their reasoning.</li> <li>3. After learners sort the images, move on to slides 11 and 12 to review the categories and reinforce why each action is positive or negative.</li> <li>4. Emphasize how positive actions contribute to a good legacy and remind learners that their choices affect their own legacy.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <p>If learners struggle to think of ideas, explain for learners how each action leaves a positive/ negative legacy.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>Learners suggest additional positive/negative actions not shown in the images and discuss how these actions might affect their legacy.</p>
Resources & Time	Section: Reflect
<p><b>5 minutes</b></p> <p>Slides 13</p>	<ol style="list-style-type: none"> <li>1. Focus on images, asking learners what they can see. Explain the symbolism of planting and growing a tree/ how it depicts leaving a green legacy.</li> <li>2. Discuss with learners how the little boy left a green legacy.</li> <li>3. Facilitate class or group discussions on what learners can do to leave a green legacy.</li> </ol>



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