



# The Big Green Legacy: Lesson 4 – Lesson Plan

**Level:** Lower Primary

## LESSON PLAN

### Learning Objectives:

- **Describe** how people in the past lived in harmony with nature.
- **Express** personal feelings about nature through simple words and phrases.
- **Recognize** how our emotions can help us care for the environment.

### Outline:

In this lesson, we'll explore endangered animal species – from the UAE and around the world, we'll discuss what it means for a species of animal to be endangered.

We'll learn about how people used to live amongst nature, and how their lives compare to ours today.

We'll use words to describe nature and to express their feelings about the natural world and the environment. We'll learn how nature is a source of inspiration and can help us understand and appreciate the environment and our planet.

### Key Terms:

*nature; natural world; past generation*

### Resources:

- Video
- Handouts: template starter; word bank; poems

### Materials / equipment needed:

- Smartboard
- Handouts
- Timer



Resources & Time	Starter: Think
<p><b>5 minutes</b> Slide 4 - 5</p>	<ol style="list-style-type: none"> <li>Learners will brainstorm and discuss the meaning of the term 'endangered'. Terms to aid learner understanding: <ul style="list-style-type: none"> <li>An endangered animal is... very rare.</li> <li>An endangered animal is... hard to find in nature.</li> <li>An endangered animal is... in need of our help.</li> <li>An endangered animal is... at risk of disappearing.</li> <li>An endangered animal is... one of the last of its kind.</li> <li>An endangered animal is... losing its home.</li> <li>An endangered animal is... special and needs protection.</li> <li>An endangered animal is... facing many dangers.</li> <li>An endangered animal is... becoming less common.</li> <li>An endangered animal is... important to save.</li> <li>Put a 1-minute timer on the board.</li> <li>Ask them to write down:</li> </ul> </li> <li>Draw learners' attention to the images and ask them to identify the endangered animals. (1: whale; 2. polar bear; 3. Turtle; 4. tiger</li> <li>Draw learners' attention to animal species within the UAE, have learners discuss how many indigenous to the UAE species they can name.</li> </ol> <p>Example of 5 endangered species globally: Gorilla, Rhino, Tiger, Pangolins, Leopard</p> <p>Example of 5 endangered species in the UAE: Sand/Desert Cat, Arabian Gazelle, Hump-backed Dolphin, Arabian Oryx, Hawksbill Turtle</p>
Resources & Time	Section: Watch
<p><b>10 minutes</b> Slide 6</p>	<ol style="list-style-type: none"> <li>Bring the class back together and show the short film on the screen.</li> <li>After playing the film ask learners the following questions: <ul style="list-style-type: none"> <li>What did you see?</li> <li>What did you hear?</li> <li>How did you feel?</li> <li>What did you learn?</li> </ul> </li> <li>Learners discuss their answers and understanding of the video with their classmates.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <p>Teacher facilitates a class conversation around key themes from the video living sustainably, only using what you need, respecting nature, no waste.</p>



	<p><b>Differentiation activities (Stretch):</b></p> <p>Learners breakout in groups and discuss the ways in which traditional practices have changed today, and why.</p>
<b>Resources &amp; Time</b>	<b>Section: Read</b>
<p><b>10 minutes</b> Slide 7 - 9</p>	<ol style="list-style-type: none"> <li>1. Ask learners to share prior knowledge about the Sheikh Zayed bin Sultan Al Nahyan and Sheikh Mohammed bin Rashid Al Maktoum.</li> <li>2. Explain to them that Sheikh Zayed bin Sultan Al Nahyan and Sheikh Mohammed bin Rashid Al Maktoum loved to write about nature and the UAE environment.</li> <li>3. Learners are introduced to words from Sheikh Zayed bin Sultan Al Nahyan and Sheikh Mohammed bin Rashid Al Maktoum's poems – they work together to identify which words are related to nature and which ones are not.</li> <li>4. Reveal answers and discuss any words that learners do not understand.</li> </ol>
	<p><b>Differentiation activities (Support):</b> Pre-teach words from reading activity.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>Learners read the poems (handouts) and reference any words they recognise that relate to the natural world/ environment.</p>
<b>Resources &amp; Time</b>	<b>Section: Act</b>
<p><b>15-20 minutes</b> Slide 10-14</p>	<ol style="list-style-type: none"> <li>1. Explain to learners to describe nature.</li> <li>2. Invite them to look at the various images, close their eyes imagine what they can see, hear, smell and feel in each of the natural environments (one by one).</li> <li>3. They write a short poem using their five senses explaining what nature means to them and how they would like to see it protected.</li> </ol>
	<p><b>Differentiation activities (Support):</b> Learners make a nature poster, show images on slides 10-14 for inspiration.</p>
	<p><b>Differentiation activities (Stretch):</b> Challenge learners to choose an image and write a short, simple poem about how nature inspires their senses.</p>
<b>Resources &amp; Time</b>	<b>Section: Reflect</b>
<p><b>5 minutes</b> Slide 15</p>	<ol style="list-style-type: none"> <li>1. In groups or as a class, learners answer the discussion questions (sharing their answers with the class).</li> <li>2. Ask them to note: <ul style="list-style-type: none"> <li>• What nature words do you know?</li> <li>• What are your favourite parts of nature?</li> <li>• How does talking about nature make you feel?</li> </ul> </li> </ol>



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