



# The Big Green Legacy: Lesson 1 – Lesson Plan

**Level:** Upper Primary

## LESSON PLAN

### Learning Objectives:

- **Understand** what people in the UAE are doing today to protect the environment.
- **Explore** how a sustainable city projects in the UAE helps the environment.
- **Design** a sustainable city.

### Outline:

In this lesson, learners will learn how people are playing their part to come together and join hands for our environment.

Learners will explore key aspects of the design of sustainable cities and how they contribute to a greener, healthier future.

Learners will plan, create and design their own sustainable cities.

### Key Terms:

sustainable city; clean energy; power; solar panels; green space; cool; shade

### Resources:

- **Video**
- **Handouts:** Sustainable Cities Case Study; Sustainable City Design Template

### Materials / equipment needed:

- Smartboard
- Handouts



Resources & Time	Starter: Think
<b>5 minutes</b> Slide 4	<ol style="list-style-type: none"> <li>Start the lesson by putting learners in pairs and asking them to discuss the following question before sharing ideas with the rest of the class:             <ul style="list-style-type: none"> <li>What are people in the UAE doing to protect our planet?</li> </ul> </li> <li>Learners discuss in pairs and then share their ideas with the rest of the class.</li> </ol>
Resources & Time	Section: Watch
<b>Time 5-10 minutes</b> Slide 5	<ol style="list-style-type: none"> <li>Play the short film.</li> <li>After showing the film, ask learners the following questions:             <ul style="list-style-type: none"> <li>Share one thing that surprised you in the video.</li> <li>Share one good thing that young people do in the video.</li> </ul> </li> </ol>
	<b>Differentiation activities (Support):</b>  Play the film again and explain any concepts or terms that learners do not understand/ pre-teach key vocabulary from the film.
	<b>Differentiation activities (Stretch):</b>  Encourage deeper thinking by asking learners to consider: How does each person and the sustainability project help protect the environment?
Resources & Time	Section: Read
<b>10 minutes</b> Slide 6 - 8	<ol style="list-style-type: none"> <li>Explain to learners that we are now going to explore innovative projects from the video and create our own sustainability city! But first, they will research, explore and learn from previous examples that already exist in the UAE.</li> <li>Put learners into groups of 3-5 and ask each group to review the handout focused on three case studies: Masdar City in Abu Dhabi, The Sustainable City in Dubai, and Sharjah Sustainable City.</li> <li>Ask learners to answer the following questions as a group:             <ul style="list-style-type: none"> <li>What community spaces are there?</li> <li>Where can people see nature?</li> <li>How do people in your city get power?</li> <li>How do people move around your city?</li> <li>How do people make less trash?</li> <li>How do people use less water?</li> </ul> </li> </ol>



	<p><b>Differentiation activities (Support):</b></p> <p>Read each case study as a class, ensuring learners' understanding/ pre-teach vocabulary and select fewer questions for learners to think about.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>Learners are divided into groups and given one case study per group, they read and discuss the information in their case study and share what they have learned with their classmates.</p>
Resources & Time	Section: Activity
<p><b>10 minutes</b> Slide 9 - 18</p>	<ol style="list-style-type: none"> <li>Learners are introduced to key aspects of the sustainable cities presented in the case studies via images. Once an image is presented, facilitate a class discussion to ensure understanding and elicit any known vocabulary.</li> <li>Learners select the correct matching words/ phrases.</li> </ol>
	<p><b>Differentiation activities (Support):</b></p> <p>Pre-teach all featured vocabulary.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>Learners brainstorm and discuss any key features of the sustainable cities they have discussed that have not been featured in the activity.</p>
Resources & Time	Section: Activity
<p><b>5 minutes</b> Slide 19</p>	<ol style="list-style-type: none"> <li>Now, invite all learners in the same groups to design and draw their own sustainable city using the information they have learned from the previous exercise.</li> <li>Remind learners that their sustainable city designs should consider the following: <ul style="list-style-type: none"> <li>What community spaces are there?</li> <li>Where can people see nature?</li> <li>How do people in your city get power?</li> <li>How do people move around your city?</li> <li>How do people make less trash?</li> <li>How do people use less water?</li> </ul> </li> </ol>
	<p><b>Differentiation activities (Support):</b></p> <p>Reduce the amount of focus questions and have learners focus on drawing what they think a sustainable city would look like.</p>



	<p><b>Differentiation activities (Stretch:</b></p> <p>Learners label or write simple descriptive sentences about their picture/ design.</p>
<b>Resources &amp; Time</b>	<b>Section: Reflect</b>
<p><b>5 minutes</b> Slide 20</p>	<ol style="list-style-type: none"><li>1. After groups have finalised their designs or pictures, ask them to present and share their sustainable design cities to another group.</li><li>2. Ask learners to use the format of two stars and a wish to give feedback: sharing two things they think are very positive about what the other has designed and a wish for how they could make it even better.</li></ol> <p><b>Exit ticket:</b> What is your favourite part of your sustainable city? Why?</p>



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