



The Big Green Legacy: Lesson 2 – Lesson Plan

Level: Middle/High School

LESSON PLAN

Learning Objectives:

- To understand why it is important to share your voice in the Big Green Legacy Pulse.
- To understand how to play the Big Green Legacy Pulse

Outline:

In this lesson we'll explore the importance of sharing our voice when it comes to the climate and sustainability education we learn about in school. We will discuss why it is important to share your views via a survey - "The BIG GREEN Legacy Pulse" (BGL Pulse) - and how this information will be used to make climate education better for everyone. Finally, we will become 'champions of the BIG GREEN Legacy Pulse' by engaging in a creative activity to encourage others to respond to the survey.

Key Terms:

data; climate change, environment, adapt, The Big Green Legacy Pulse; youth voice; climate action; persuade; film script

Lesson Downloads:

Hero Film – Why sharing your voice is important (will be made available on The Big Green Legacy website)

Film transcript

Big Green Legacy Pulse website link

Climate change and pollution images

Resources Required:

- Smartboard
- Handouts
- Devices



| Resources & Time | Section: Think |
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| <p>5 minutes</p> <p>Slide number 4</p> <p>Climate change and pollution images</p> | <ol style="list-style-type: none"> Put learners into groups of 2-3. Before asking the learners to discuss the question, try to elicit the meaning of 'climate change' from learners. Accept all ideas, being careful not to tell students they are wrong if they do not give the exact meaning but praising relevant ideas and vocabulary. To confirm, present learners with the following definition of 'climate change': <i>'The ongoing change in the Earth's climate, mainly caused by human activities.'</i> The same process can be carried out with the phrase, 'environmental sustainability'. Again, accept all ideas, and use the following definition to confirm: <i>'Using natural resources in a way that meets our needs today without harming the planet, so future generations can also meet their needs.'</i> Ask learners how can we 'adapt' to climate change. Clarify with learners the meaning of adapt: <i>'To change or adjust to new conditions or environments.'</i> For example, people may need to build homes differently if the weather becomes hotter or grow new types of food that can survive in warmer weather. Now, ask learners to discuss the following question. <ul style="list-style-type: none"> <i>"Why is learning about climate change important for young people?"</i> <p>Differentiation activities (Support): Give learners images that represent climate change and pollution to help generate ideas.</p> <p>Differentiation activities (Stretch): Challenge learners to think deeper with the additional question: <i>"In your opinion, what are the three most crucial climate and environmental issues that young people face? Are these the same across different countries?"</i></p> |
| Resources & Time | Section: Watch |
| <p>10 minutes</p> <p>Slide number 5-6</p> <p>Transcript</p> | <ol style="list-style-type: none"> Bring up slide 5 describing what the Big Green Legacy Pulse (BGL Pulse) is and what it is trying to achieve. Share with learners that this is the first time a project like this has happened and that every learner in the UAE will be participating. Ask learners if they have any ideas why sharing their voices is important. Move into slide 6. Explain to learners that they are going to hear from a range of different young people explaining why sharing your views on climate education in the BGL Pulse is important. Play the video. Ask learners the following questions and check comprehension of the questions. <ul style="list-style-type: none"> <i>What did each person in the video do to show how they live sustainably.</i> <i>What do you think might change once all the data from young people has been collected?</i> |



- *Why do you think it's important for young people to have a say in their education?*

Differentiation activities (Support):

Play the video as many times as necessary pausing along the way to ask learners "What do you see?".

Provide a transcript of the video to support comprehension.

| Resources & Time | Section: Read |
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| <p>20 minutes</p> <p>Slide number 7-13</p> | <ol style="list-style-type: none"> 1. Use this section to go through the Big Green Legacy Pulse experience and show learners what they can expect when they play the survey. It's important that the learners understand that this is not a test, and they will not be graded on how they play the BGL Pulse and should be encouraged to share their feelings as honestly as possible. 2. Start with slide 7 and explain that we will now explore the BGL Pulse together. Explain that this is not what the survey will look like when they play it in the next lesson, but this is very similar to what they will see. 3. On slide 8, explain that in order to have the best experience at playing the BGL Pulse, the first thing they have to do is accept the cookies. 4. On slide 9, explain that they can choose to play the BGL Pulse in English or Arabic – whatever they are most comfortable in. 5. On slide 10, explain that while the survey is completely anonymous, we will need to enter the name of our school. Learners can do this by: <ul style="list-style-type: none"> • Scrolling through the list to find their school • Enter their school code • Type the name of their school 6. On slide 11, explain they will also have to answer some personal questions like "what is your gender". For this type of answer, they will be able to use the slider to choose their answer. 7. On slide 12, explain that there will be lots of different and playful ways to answer the questions. For example, they can use the slider again. Or they can select "I don't know". Take some time to discuss with the class "when might we choose the option |



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| | <p>“I don’t know”. Explain that this answer option should only be used if they don’t know the answer to the question. Learners should be encouraged to always select an answer or ask questions if they are unsure, before selecting “I don’t know”.</p> <p>8. On slide 13, explain that they will also have the opportunity to write their own answers for some questions. For example, they can choose an option from a given list, or they can choose “Other (please specify)” to write their own answers. Learners should be encouraged to only use this if their answer is not already shown on the list.</p> <p>Differentiation activities (Support): Spend as much time as possible on each slide to ensure that students fully understand the different ways in which they will play the BGL Pulse.</p> |
| Resources & Time | Section: Act |
| <p>5 minutes</p> <p>Slide number 14</p> | <p>Share the following link and ensure students can access it on their devices:</p> <ul style="list-style-type: none"> • https://youth.greeningeducation.ae/ - ask learners to click on the ‘student button’ and confirm that the link works. |
| Resources & Time | Section: Reflect |
| <p>5 minutes</p> <p>Slide number 15</p> | <p>Ask students if they have any final questions before playing the BGL Pulse in the following lesson.</p> <p><u><i>Note to teachers for the Big Green Legacy Pulse (preparation for Lesson 3):</i></u></p> <ol style="list-style-type: none"> 1. You will need to ensure that IT have unblocked the following three websites: <ol style="list-style-type: none"> a. https://youth.greeningeducation.ae/ b. https://www.playverto.com/ c. https://client.playverto-uae.com/ 2. Ensure that learners can access the link on their devices and the student button opens the holding page: <ul style="list-style-type: none"> • https://youth.greeningeducation.ae/ 3. Learners will need access to a device in class for Lesson 3. |