



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



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Foundation



# The Big Green Legacy: Lesson 3 – Lesson Plan

**Level:** Middle School

## LESSON PLAN

### Learning Objectives:

- To understand why playing the Big Green Legacy Pulse is a climate action.
- To provide their views about climate education by completing the Big Green Legacy Pulse.

### Outline:

In this lesson, we will remind ourselves of what the Big Green Legacy Pulse (BGL Pulse) is and what it is trying to achieve. Next, we will share our views by playing the BGL Pulse and answering the survey questions. At the end of the lesson, we will discuss how it felt to be asked our views on education.

### Key Terms:

*Big Green Legacy Pulse; youth voice; climate education; anonymous; demographic*

### Lesson Downloads:

- Powerpoint
- Video

### Resources Required:

- Smartboard
- Handouts
- Devices
- If you are in a public school it may be useful to have your school ID number at hand.
- BGL Pulse website link: <https://youth.greeningeducation.ae>



Resources & Time	Section: Think
<p><b>Time</b></p> <p><b>10 minutes</b></p> <p>Slide number 4-12</p>	<ol style="list-style-type: none"> <li>1. Remind learners of the Big Green Legacy Pulse explored in Lesson 2 and ask them what they remember from the previous lesson.</li> <li>2. Play the hero film again to remind them of the BGL Pulse's ambition to capture learner voices on climate education.</li> <li>3. Share with learners that today it's their turn to play and share their voice!</li> <li>4. But first, have a series of statements to check learner understanding:</li> </ol> <p><b>Statement 1:</b> When you answer the BGL Pulse, your answers are anonymous.</p> <p>True / False</p> <p><b>Answer:</b> <i>True - There is no way of knowing that it is you who is sharing the answers, so please try and be honest and share how you really feel.</i></p> <p><b>Statement 2:</b> The findings from the BGL Pulse, will help make climate education better for everyone.</p> <p>True/ False</p> <p><b>Answer:</b> <i>True! The data collected from the Big Green Legacy will be used by the Ministry of Education and other education partners to make climate education better for all young people in the UAE. That's why it's so important you play the BGL Pulse so we can hear your views and ideas.</i></p> <p><b>Statement 3:</b> Your answers to the BGL Pulse will be graded.</p> <p>True/False.</p> <p><b>Answer:</b> <i>False! There are no right or wrong answers to share in the BGL Pulse, as we are asking you for your views and opinions.</i></p> <p><b>Differentiation activities (Support):</b> Learners answer the questions in groups.</p> <p><b>Differentiation activities (Stretch):</b></p>



Resources & Time	Section: Read
<p><b>Time</b></p> <p><b>5 minutes</b></p> <p>Slide number 13 - 17</p>	<ol style="list-style-type: none"> <li>Use this section to do a quick recap of what they can expect from the BGL Pulse: <ul style="list-style-type: none"> <li>Learners will need to accept the cookies before they play</li> <li>Learners can choose to play the survey in English or Arabic</li> <li>Learners will be asked some demographic questions including age/gender, if they are a UAE National, which school they go to, and which Emirate they live in.</li> </ul> </li> <li>Slide 17: Go through the different answer options again as a class: <ul style="list-style-type: none"> <li>Option to slide to select an answer</li> <li>Option to select "I don't know" if you don't know which answer to choose.</li> <li>Option to select "other" to write your own answer and ideas</li> </ul> </li> <li>Remind learners that they are encouraged answer questions as honestly as possible, and to ask if they don't understand any of the questions.</li> </ol> <p><b>Differentiation activities (Support):</b> Learners will have the support from the teacher or other learners to answer their demographic questions when they play the BGL Pulse.</p> <p><b>Differentiation activities (Stretch):</b></p>



Resources & Time	Section: Act
<p><b>Time</b></p> <p><b>30 minutes</b></p> <p>Slide number 18</p> <p>Pulse link: <a href="https://youth.greeningeducation.ae">https://youth.greeningeducation.ae</a></p> <p>Your school ID for public schools</p>	<ol style="list-style-type: none"> <li>Now is the time for learners to play the BGL Pulse and answer the questions!</li> <li>Remind them that this is their opportunity to share their views and that this is not a test.</li> <li>Encourage them to speak up if there is a question or word they don't understand.</li> <li>Keep slide 18 displayed on the screen so learners can see a checklist of what they need to do. Learners will visit <a href="https://youth.greeningeducation.ae">https://youth.greeningeducation.ae</a> and press the student button. If you are in a public school, you may wish to share your school ID number to help learners find their school in the list.</li> </ol> <p><b>Post-Pulse Support:</b> Allow time for all learners to finish playing the BGL Pulse. Take some time here to clarify any questions that they might have about the questions or the survey in general. Use this time to check that learners have also completed the demographic questions at the end of the BGL Pulse.</p> <p><b>Post-Pulse Stretch:</b> To keep learners engaged, ask them: "Are there any other questions you think the BGL Pulse could have asked? What would you suggest and why?"</p>
Resources & Time	Section: Reflect
<p><b>Time</b></p> <p><b>5-10 minutes</b></p> <p>Slide number 19</p>	<p>Ask learners the following questions to gain feedback on their opinion of the BGL Pulse:</p> <ul style="list-style-type: none"> <li><i>Why do you think it is important that young people are asked for their views on learning?</i></li> <li><i>What will happen to all the data that is collected in this survey?</i></li> <li><i>How did it feel to be asked your views on the education you receive?</i></li> </ul>