



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



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Foundation



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The Big Green Legacy: Lesson 4 – Lesson Plan

Level: Middle School/High School

LESSON PLAN

Learning Objectives:

- To explore how past generations lived sustainably and in harmony with nature.
- To reflect on learners' own relationship with nature and the natural world through poetry.
- To understand how emotions and understanding can enable us to care for and act for the environment.

Outline:

In this lesson, we'll explore how previous generations lived alongside nature and compare and contrast how we live today. We will then explore what nature means to them, and how nature can be a source of inspiration when taking action for climate change.

Key Terms:

nature; natural world; previous generation; traditional practices

Lesson downloads:

Video

Handouts: template starter; word bank; poems

Resources required:

- Smartboard
- Handouts
- Timer



Resources & Time	Section: Think
<p>5 minutes</p> <p>Slide number 4-5</p> <p>Timer</p>	<ol style="list-style-type: none"> 1. Tell learners we are going to do some quick thinking! 2. Put learners into groups and put a 1-minute timer on the board. 3. Direct attention to the questions on the slide: <ul style="list-style-type: none"> • <i>Can you think of at least 5 endangered species?</i> • <i>How many animals can you name that are found in the UAE?</i> 4. When the time is up, move to slide 5 and show the answers. Compare with learners' ideas. <p><i>Example of 5 endangered species globally: Gorilla, Rhino, Tiger, Pangolins, Leopard</i></p> <p><i>Example of 5 endangered species in the UAE: Sand/Desert Cat, Arabian Gazelle, Hump-backed Dolphin, Arabian Oryx, Hawksbill Turtle</i></p>
Resources & Time	Section: Watch
<p>10 minutes</p> <p>Slide number 6</p> <p>Video</p> <p>(Video will be made available later on the Big Green Legacy website)</p>	<ol style="list-style-type: none"> 1. Bring the class back together and explain they will watch a film about nature. Show them the title of the video. Ask learners what they think they will see and hear in the film. 2. Show the short film on the screen. 3. After playing the film ask learners the following questions: <ul style="list-style-type: none"> • <i>What did you notice most about how previous generations lived alongside nature?</i> • <i>What are the key differences between how they lived and how we live today?</i> • <i>What can we learn from previous generations?</i> 4. Before moving on to the next section, ask the class to consider the following: <ul style="list-style-type: none"> • <i>What might the relationship be with how we live now and the impact on endangered species?</i> <p>Differentiation activities (Support): Play the video as many times as necessary for Learners to answer the questions.</p> <p>Differentiation activities (Stretch): Learners breakout in groups and discuss the ways in which traditional practices (fishing, livestock, farming as seen in video) have changed today, and why.</p>



Resources & Time	Section: Read
<p>10 minutes</p> <p>Slide number 7</p> <p>Poem excerpts</p>	<ol style="list-style-type: none"> Put learners into different groups and share different excerpts of the poems for each group. Explain to them that they will now explore and read excerpts of Emirati poems depicting nature. These poems will inspire them to write their own poems about what nature means to them. Ask them to identify the references to nature in each poem, and what feelings they invoke for them. <p>Differentiation activities (Support): Read out one poem and do the exercise together with the entire class as an example.</p> <p>Differentiation activities (Stretch): Learners read the poems to each other in groups.</p>
Resources & Time	Section: Act
<p>15-20 minutes</p> <p>Slide number 8</p> <p>Starter template</p> <p>Word bank</p>	<ol style="list-style-type: none"> Explain to learners that it is now their turn to write a poem. Invite them to write a short poem using their five senses explaining what nature means to them and how they would like to see it protected. <p>Differentiation activities (Support): Learners use the sentence starter template and word bank to complete their poem.</p> <p>Differentiation activities (Stretch): Challenge learners to use literary techniques they have identified in the poetry excerpts in the previous activity.</p>
Resources & Time	Section: Reflect
<p>5 minutes</p> <p>Slide number 9</p>	<ol style="list-style-type: none"> In the same groups, have learners read out or exchange their poems with other learners and give feedback. Ask them to note: <ul style="list-style-type: none"> What were the different ways in which nature was shown in the poems? What were the pieces of nature that they most often wrote about? What different feelings did the poems make you feel?