



The Big Green Legacy: Lesson 5 – Lesson Plan

Level: Middle School/High School

LESSON PLAN

Learning Objectives:

- To understand and learn about what people are doing today to protect the environment in the UAE.
- To explore a sustainable city project in the UAE and understand how its design is helping those who live there to make more sustainable choices.
- To design, draw and create our own sustainable city.

Outline:

In this lesson, we'll learn how many people are playing their part to come together and join hands for our environment. We'll explore some of these activities and then create and design our own sustainable city.

Key Terms:

sustainable; urban; rural, reduce waste, reduce consumption

Lesson downloads:

Video

Handouts:

- Sustainable Cities Case Study
- Sustainable City Design Template

Resources required:

- Smartboard
- Handouts



Resources & Time	Section: Think
<p>5 minutes</p> <p>Slide number 4</p>	<ol style="list-style-type: none"> 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"> <i>What actions do you think people in the UAE are already taking to help protect the planet?</i> Learners discuss in pairs and then share their ideas with the rest of the class.
Resources & Time	Section: Watch
<p>5-10 minutes</p> <p>Slide number 5</p> <p>Video</p> <p>(There will also be a link to the video on the BGL website)</p>	<ol style="list-style-type: none"> Play the short film. After showing the film, ask learners the following questions: <ul style="list-style-type: none"> <i>What surprised you the most about what you saw in the film?</i> <i>What skills do you think the young people featured demonstrate through their work?</i> <p>Differentiation activities (Support): Play the video again if necessary.</p> <p>Differentiation activities (Stretch): Encourage deeper thinking by asking learners to consider: <i>How does each person and sustainability project featured contribute to protecting the environment?</i></p>
Resources & Time	Section: Read
<p>10 minutes</p> <p>Slide number 6</p> <p>Case Study Handout</p>	<ol style="list-style-type: none"> Explain to learners that we are now going to explore one of the 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. 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. Ask learners to answer the following questions as a group: <ul style="list-style-type: none"> <i>What community spaces are there?</i> <i>Where is there space for nature?</i> <i>How do residents move around the city?</i> <i>How are the buildings designed to keep cool in the heat?</i> <i>How do they reduce their waste?</i> <i>How do they reduce their water consumption?</i> <p>Differentiation activities (Support): Reduce the number of questions learners have to answer.</p> <p>Differentiation activities (Stretch): Learners try to find another sustainable city in the world by researching on the internet and compare their findings with the cases described in the handout.</p>



Resources & Time	Section: Act
<p>15-20 minutes</p> <p>Slide number 7</p> <p>Sustainable city design template</p>	<ol style="list-style-type: none"> 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. Remind learners that their sustainable city designs should consider the following: <ul style="list-style-type: none"> <i>What community spaces are there?</i> <i>Where is there space for nature?</i> <i>How do the residents of your city get their energy resources?</i> <i>How do they move around the city?</i> <i>How do they reduce their waste?</i> <i>How do they reduce their water consumption?</i> <p>Differentiation activities (Support): Learners focus only on questions 1-4 for their sustainable city designs.</p> <p>Differentiation activities (Stretch): Learners additionally consider the following topics in their design:</p> <ul style="list-style-type: none"> Policies and laws: <i>How will residents be encouraged to make sustainable choices? Are there any policies or laws you would include in your sustainable city to encourage residents to make better choices?</i> Problem-Solving: <i>Identify potential challenges their city might face (e.g., population growth, waste management) and propose solutions.</i> Future Expansion: <i>Think about how their city could expand sustainably over the next 50 years. What new technologies or strategies might be needed?</i>
Resources & Time	Section: Reflect
<p>10 minutes</p> <p>Slide number 8</p>	<ol style="list-style-type: none"> After groups have finalised their designs, ask them to present and share their sustainable design cities to another group. 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. <p>Exit ticket (optional):</p> <p>What feature of your sustainable city are you most proud of and why?</p>