



The Big Green Legacy: Lesson 6 – Lesson Plan

Level: Middle School/High School

LESSON PLAN

Learning Objectives:

- To explore how new innovations help to make our country more climate resilient
- To understand and discuss how we can take climate action using the circular economy

Outline:

In this lesson, we will explore and learn about some of the initiatives the UAE is investing in to make the country more climate resilient. Next, we will explore how people and organisations are helping create a circular economy through innovation, collaboration and creativity, and allow learners to think about how they can play a role in building a more climate resilient UAE.

Key Terms:

natural resources; climate resilient; green job; innovation; technologies; green tech; adaptation; low-emission; circular economy, upcycle

Lesson Downloads:

Film 6 – The Future

Handout:

- Lesson 6 video (will be available via the BGL website)
- Film transcript
- Circular economy innovation examples
- Circular economy innovation ideas activity
- Circular economy innovation design template

Resources Required:

- Smartboard
- Handouts
- Pens



Resources & Time	Section: Think
<p>Time</p> <p>5 minutes</p> <p>Images of climate resilience initiatives</p> <p>Slide number 4-5</p>	<ol style="list-style-type: none"> 1. Ask learners to share examples of projects or initiatives that they know of in the UAE that are helping the country to become more climate resilient (explain that climate resilience is helping the country become better at dealing with the impacts of climate change). 2. Show the images on the slide. Ask learners if they can name any of the initiatives in the images. Move to slide 5 to show the answers (text under each image). 3. Ask students: <i>How are these initiatives helping the UAE to be more climate resilient?</i> <p><i>Examples of projects/initiatives: Low-emission or electric cars; solar power plants; greening public and residential spaces; turtle/dolphin rehabilitation projects</i></p>
Resources & Time	Section: Watch
<p>Time</p> <p>5-10 minutes</p> <p>Slide number 6</p> <p>Video (will be available soon via BGL website)</p> <p>Video transcript</p>	<ol style="list-style-type: none"> 1. Explain to the class they will watch a short film (1.5 mins) about innovations related to climate resilience. Ask learners to predict what initiatives they will see in the video. Play the video. 2. After watching, ask learners the following questions and check for comprehension. <ul style="list-style-type: none"> • <i>What initiatives and innovations are in the video?</i> • <i>How are the people in the video helping to create a sustainable and climate resilient UAE?</i> 3. Play the video again so learners can check their answers to the questions. <p>Differentiation activities (Support): Provide the video transcript for learners to read along with the video.</p> <p>Differentiation activities (Stretch): Ask further questions: <ul style="list-style-type: none"> • <i>What are some of the benefits and opportunities that new innovations provide for the UAE?</i> • <i>Are there any potential negative impacts that they might have?</i> • <i>How are the initiatives supporting behaviour change?</i> </p>



Resources & Time	Section: Read
<p>Time</p> <p>10 minutes</p> <p>Slide number 7-8</p> <p>circular economy innovation examples</p>	<ol style="list-style-type: none"> 1. Refer to slide 7 with “circular economy” 2. Invite learners to share their understanding of the circular economy after watching the video 3. Refer to the diagram and explain that: <i>In our current economy, we take materials from the Earth, make products from them, and eventually throw them away as waste. A circular economy encourages to recycle and remake products so they can be used again and again. It allows us to create a loop where everything has a purpose, and nothing goes to waste, helping to protect our planet and save resources.</i> 4. Go through the stages of a circular economy using the diagram 5. Refer to slide number 8 which shows a range of circular economy examples. 6. Ask learners to discuss in small groups how these examples are climate resilient. <p>Differentiation activities (Support): Provide sentence statements with reasons why they are climate resilient. Learners to match these with the images of innovations.</p> <p>Differentiation activities (Stretch): Facilitate a further discussion by asking learners to consider:</p> <ul style="list-style-type: none"> • <i>Why do you think it's important to move from a traditional economy to a circular economy?</i> • <i>What challenges do you think we might face in creating a circular economy?</i>



Resources & Time	Section: Act
<p>Time</p> <p>20 – 25 minutes</p> <p>Slide number 9</p> <p>Circular economy innovation ideas activity</p> <p>Circular economy innovation design template</p>	<ol style="list-style-type: none"> 1. Tell learners they are going to work in small groups to think about their own circular economy innovation, to help build climate resilience in the UAE. 2. Ask learners to creatively brainstorm the following to create a new and sustainable circular economy innovation: <ol style="list-style-type: none"> 1. <i>What sustainability challenge is your innovation addressing?</i> 2. <i>What products or materials can you recycle, re-use or repurpose for your innovation?</i> 3. <i>How does your innovation reduce waste and encourage re-use?</i> 4. <i>What happens to your innovation when it is no longer useful? How can you make sure it doesn't end up as waste?</i> 5. <i>What skills do you need for this innovation?</i> <p>Differentiation activities (Support): Supply the questions and circular economy innovation ideas to inspire learners.</p> <p>Differentiation activities (Stretch): Learners complete this activity on a circular economy innovation template.</p>
Resources & Time	Section: Reflect
<p>Time</p> <p>5-10 minutes</p> <p>Slide number 11</p>	<ol style="list-style-type: none"> 1. Bring the class back together as a group and learners to share their circular economy innovations with the rest of the class. 2. Facilitate a class reflection on what they have learned about how the circular economy can lead to positive climate actions and behaviour change. <p>Exit ticket: <i>What is one thing that you will do differently to reduce waste and be more sustainable?</i></p>



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