



The Big Green Legacy: Lesson 1 – Lesson Plan

Level: Upper Primary

LESSON PLAN

Learning Objectives:

- To identify how Sheikh Zayed's legacy helps people today.
- To explain the concept of legacy using simple words and examples.
- To describe personal actions that contribute to a positive green legacy.

Outline:

In this lesson, we'll explore the concept of a 'legacy' and how actions today can shape the future for generations to come. We will discover the meaning of 'legacy' using simple sentences and examples, understanding that it can be actions, ideas, or things we leave behind.

We will then explore Sheikh Zayed's legacy, learning about his importance to the UAE and identifying four key aspects of his enduring influence: sharing UAE culture and traditions, helping people, protecting animals and nature, and making the UAE great.

The lesson will help learners to understand that everyone, even children, can create a personal legacy through giving to others, teaching good ideas, and helping the community.

Learners will be introduced to the concept of a 'Big Green Legacy', focusing on environmental actions that can make the Earth happy today and tomorrow. They will brainstorm and share ideas for their own 'Big Green Legacy' actions, understanding that small actions can make a big difference.

Finally, learners will reflect on the legacy they want to leave, use their voice to inspire others, and commit to making a positive difference. Through these activities, learners will understand that their actions today can create a better tomorrow for everyone, emphasizing the importance of starting to build a positive legacy now.

Key Terms:

legacy; Sheikh Zayed; earth; action; culture; traditions; help; animals; nature; ideas; community

Resources:

- Lesson Plan
- PPT Presentation
- Chant Handout (optional)
- Gap-fill Handout (optional)
- Offline version of the lesson
- Video: [Lasting Legacy Video](#) (alternatively, use the offline video in the resource folder)

Materials / equipment needed:

- Projector



Resources & Time	Starter: Think
<p>5 minutes Slide 4</p>	<ol style="list-style-type: none"> Introduce learners to the images of Sheikh Zayed and lead a discussion to explore prior knowledge regarding his actions and his importance to the UAE. For example: <ul style="list-style-type: none"> <i>Who is the man in the picture?</i> <i>What is he wearing?</i> <i>What did he do?</i> <i>How old do you think the picture is?</i> <i>What is he doing in the picture (on the right)?</i> <i>Do you know any interesting facts about this person?</i> <i>Why do you think we still see many pictures of him today?</i> Introduce learners to the concept of legacy in relation to Sheikh Zayed and how his legacy makes the UAE great today.
Resources & Time	Section: Think
<p>10 minutes Slides 5-7</p>	<ol style="list-style-type: none"> Move onto slide 5 to reveal the images. Then ask learners what they can see in the images. Move onto slide 6 to reveal sentences. Learners read the sentences and discuss any words or concepts that they do not understand. Discuss the sentences/ images and how they relate to Sheikh Zayed's legacy – identifying key aspects of his legacy. Match the sentences to the correct images. Move into slide 7 to reveal the answers. <p>Differentiation activities (Support):</p> <p>Pre-teach the meaning of key vocabulary using synonyms, images, simple definitions etc.</p> <p>Differentiation activities (Stretch):</p> <p>Learners provide specific examples as to how Sheikh Zayed has left a legacy and compare answers.</p>
Resources & Time	Section: Watch



<p>5 minutes Slides 8</p> <p>Lasting Legacy Video (alternatively, use the offline video in the resource folder)</p>	<ol style="list-style-type: none"> 1. Lead a class discussion about COP28, either eliciting and building upon any prior knowledge or sharing information about the event with learners. 2. Play video once, asking learners to pay attention to what they see – (pause the video occasionally and ask comprehension questions to ensure learners are paying attention). 3. Ask learners what languages they hear in the video. Learners watch the video again – paying attention to what they hear – (follow with asking learners what words/ languages they identified).
Resources & Time	Section: Read
<p>15 minutes Slide 9-11</p> <p>Gap-fill Handout</p>	<ol style="list-style-type: none"> 1. Move onto slide 9 to show gap-fill. Read through the lyrics with learners, explaining any words they don't understand. 2. Learners complete the gap-fill using the words from the word box. 3. Move onto slide 10 to show the answers. 4. Learners sing the song using the lyrics. 4. Move onto slide 11. Ask learners what they can see. Explain the symbolism of planting and growing a tree/ how it depicts leaving a green legacy. 5. Discuss with learners how the little boy left a green legacy. 6. Read the sentences and discuss the concept of legacy – ensuring learners understand. 7. Facilitate class or group discussions on what learners can do to leave a green legacy. <p>Differentiation activities (Support):</p> <p>Instead of completing the lyric gap-fill, go to support slide (slide 16) - Read the chant to learners while perform actions (see example actions below). Encourage learners to copy the actions.</p> <p>Example Actions:</p> <p>Legacy - sweep arms wide; Help - clasp hands together; Share - pretend to hand something; Teach - point to head; Start now - point to wrist like a watch; Don't wait – hold up and wiggle finger; Green legacy – sweep arms in an arc; Earth – use both hands to make a large circle</p> <p>Differentiation activities (Stretch):</p> <p>Learners perform the song in groups.</p>
Resources & Time	Section: Activity



<p>20 minutes Slides 12-13</p> <p>Post-its</p>	<ol style="list-style-type: none"> 1. Introduce the term 'Green Legacy', explaining it's about making Earth happy. 2. Move into slide 12. Lead a class discussion answering the question <i>How would you like to see the world 50 years from now?</i> Elicit answers from the class. Try to keep the focus on the environment and environmental sustainability. 3. Focus on the table on the slide. Go through them with the class and show how the first two questions help with the final question. 4. Ask learners to think of their own answers to these questions. Learners work in pairs or groups to share their answers with their classmates. 5. Move onto slide 13. Show the image of the legacy wall. Read the legacies on the post-it notes as a class. 6. Learners write their own legacy on a post-it note and stick it to a wall/ the board. 7. Learners participate in a gallery walk, reading each other's legacies. <p>Differentiation activities (Support):</p> <p>Learners write a word or phrase from the lesson that's important to them (see support slide 17).</p> <p>Differentiation activities (Stretch):</p> <p>Learners choose their three favourite legacies while doing the gallery walk, then in groups share their choices and explain why.</p>
Resources & Time	Section: Reflect
<p>5 minutes Slide 14</p>	<ol style="list-style-type: none"> 1. Put learners into groups of three and explain they must try to remember as many legacies as they can in three minutes. 2. Each group writes down as many legacies as they can remember from the gallery walk. The group that remembers the most wins. 3. Have a brief discussion on why it is important to leave a legacy. Remind learners of Sheikh Zayed and the legacies he has left.