



The Big Green Legacy: Lesson 3 – Lesson Plan

Level: Upper Primary

LESSON PLAN

Learning Objectives:

- **Develop** a basic understanding of what climate change is and its effects on our planet.
- **Identify** simple causes and effects of climate change.
- **Express** feelings and understanding about climate change through participation in a class survey

Outline:

In this lesson, we will be introduced to the fundamental concept of climate change.

Through visual aids, simple reading, and interactive activities, we will explore how the Earth is changing and how these changes affect plants and animals.

We will participate in a class survey, allowing us to express our feelings, knowledge, and opinions about climate change through a variety of question types. The survey covers topics such as personal concern about climate change, current knowledge, desire for further learning, and awareness of personal actions that can help the environment.

Key Terms:

climate change; Earth; warm; weather; drought; ice; sea level; animals; plants; energy; water

Resources:

- Lesson Plan
- PPT Presentation
- Survey Handout (optional)
- Response Record Sheet
- Offline version of the lesson

Materials / equipment needed:

- Smartboard
- Space for learners to move around
- After the class, submit your class responses on the form before the closing date 6th November. Link: <http://youth.greeningeducation.ae/> > Click Educators > Click Upper Primary > Click submit class responses under lesson 3 (<https://youth.greeningeducation.ae/upper-primary-submit-eng.html>)

Preparation:

N/A



Resources & Time	Section: Think
5 minutes Slide 4	<ol style="list-style-type: none">1. Show the four images on slide 4.2. Ask students: "What can you see in these pictures?"3. Introduce each image: strong winds, melting ice, dry land, flooding.4. Explain: "These pictures show how our Earth is changing."
	Differentiation activities (Support): Point to each image and provide simple descriptions.
	Differentiation activities (Stretch): Ask learners to explain how these changes might affect people, animals, or plants.
Resources & Time	Section: Read
10 minutes Slides 5 - 7	<ol style="list-style-type: none">1. Read the "What is climate change!" text aloud.2. Explain any unfamiliar words or concepts.3. Move onto slide 6.4. Read each statement and have learners answer True or False.5. Review the correct answers using slide 7.
	Differentiation activities (Support): Pre-teach key vocabulary and read each sentence twice, using gestures to emphasize key points.
	Differentiation activities (Stretch): Ask learners to explain why each statement is true or false using information from the text.



Resources & Time	Section: Activity
<p>25 minutes Slides 8 - 17</p> <p>Survey Handout (optional)</p>	<ol style="list-style-type: none"> 1. Explain that learners will now participate in a survey about climate change. 2. For each question, learners will answer using one of the following physical response methods (choose one or vary throughout): <ul style="list-style-type: none"> • Moving to designated corners of the room for each answer option • Using specific hand gestures for different answers (e.g., thumbs up, thumbs down, hands on head) • Holding up colored cards representing different answers • Standing or sitting to indicate agreement or disagreement • Using body positions to show scale responses (e.g., hands low for "not hopeful", hands high for "very hopeful") 3. Read each question aloud and allow time for learners to respond. 4. Write down the number of learners for each option, for example: 4 students very interested, 10 students interested and 5 not interested. This will be submitted in a form at the end. 5. After each question, briefly discuss the responses, asking a few learners to explain their choices.
	<p>Differentiation activities (Support):</p> <p>Demonstrate each physical response method before starting. Use visual aids to represent answer options.</p>
	<p>Differentiation activities (Stretch):</p> <p>Ask learners to elaborate on their answers, providing reasons for their choices.</p>
Resources & Time	Section: Reflect
<p>5 minutes Slide 18</p>	<ol style="list-style-type: none"> 1. Display the "What is CLIMATE CHANGE?" slide (slide18). 2. Lead a class discussion about the survey results. 3. Ask learners: "What have you learned from the results?" and "What surprises you about the results?" 4. Encourage learners to share their thoughts on climate change and what they can do to help. 5. Submit your class responses on the form before the closing date 6th November. Link: https://forms.office.com/Pages/ResponsePage.aspx?id=ZN_eq0qrBUuqA_TbXZ4iiwJHaU_nuNb9CsnwmcP2LEBUQzINWE40NVA5VFNKU9CMUtaNEE0NIRUUSQIQCNjPTEu
	<p>Differentiation activities (Support):</p> <p>Provide sentence starters to help learners express their thoughts.</p>



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Abdulla Al Ghurair
Foundation



play verto™



WORLD'S
LARGEST
LESSON

Differentiation activities (Stretch):

Ask learners to suggest ways the class could take action on climate change based on the survey results.