



The Big Green Legacy: Lesson 4 – Lesson Plan

Level: Upper Primary

LESSON PLAN

Learning Objectives:

- **Describe** how people in the past lived in harmony with nature.
- **Express** personal feelings about nature through simple poems.
- **Recognize** how our emotions can help us care for the environment.

Outline:

In this lesson, learners will explore endangered animal species – from the UAE and around the world, they will discuss what it means for a species of animal to be endangered.

Learners will learn about how people used to live amongst nature, and how their lives compare to ours today.

Learners will use words and poetry to describe nature and to express their feelings about the natural world and the environment. They will learn how nature is a source of inspiration and can help us understand and appreciate the environment and our planet.

Key Terms:

nature; natural world; past generation; traditional practices

Resources:

- Video
- Handouts: template starter; word bank; poems

Materials / equipment needed:

- Smartboard
- Handouts
- Timer



Resources & Time	Starter: Think
<p>5 minutes Slide 4 - 5</p>	<ol style="list-style-type: none"> 1. Tell learners we are going to do some quick thinking! 2. Put a 1-minute timer on the board. 3. Ask them to write down: 4. Can you think of at least 5 endangered species? 5. How many indigenous to the UAE species can you name? <p>Example of 5 endangered species globally: Gorilla, Rhino, Tiger, Pangolins, Leopard</p> <p>Example of 5 endangered species in the UAE: Sand/Desert Cat, Arabian Gazelle, Hump-backed Dolphin, Arabian Oryx, Hawksbill Turtle</p>
Resources & Time	Section: Watch
<p>10 minutes Slide 6</p>	<ol style="list-style-type: none"> 1. Bring the class back together and show the short film on the screen. 2. After playing the film ask learners the following questions: <ul style="list-style-type: none"> • How did past generations live alongside nature? • What is different about how they lived and how we live today? • What can we learn from past generations? 3. Before moving onto the next session, ask the class to consider the following: What might the relationship be with how we live now and the impact on endangered species? <p>Differentiation activities (Support):</p> <p>Teacher facilitates a class conversation around key themes from the video living sustainably, only using what you need, respecting nature, no waste. Learners can then create a table drawing up similarities and differences. Learners can draw these if they prefer.</p> <p>Differentiation activities (Stretch):</p> <p>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 Slide 7</p>	<ol style="list-style-type: none"> 1. Put learners into different groups and share different excerpts for each group. 2. 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.



	<p>3. Ask them to identify the references to nature in each poem, and what feelings they invoke for them.</p> <p>Differentiation activities (Support):</p> <p>Read out one poem and do the exercise together with the entire class as an example.</p> <p>Differentiation activities (Stretch):</p> <p>Learners discuss their understanding of the poem, and which part means the most to them personally.</p>
Resources & Time	Section: Act
<p>15-20 minutes Slide 8</p>	<p>1. Explain to learners that it is now their turn to write a poem.</p> <p>2. 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> <p>Differentiation activities (Support):</p> <p>Learners use the sentence starter template and word bank to complete their poem.</p> <p>Differentiation activities (Stretch):</p> <p>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 Slide 9</p>	<p>1. In the same groups, learners read out or exchange their poems with other learners and give feedback.</p> <p>2. Ask them to note:</p> <ul style="list-style-type: none"> • What were the different ways in which nature was depicted in the poems? • What were the pieces of nature that they most often wrote about? • What different feelings did the poems invoke? <p>Differentiation activities (Support):</p> <p>Ask learners to reflect on this question: Why is nature important to you, and what can you do to protect it?</p> <p>Differentiation activities (Stretch):</p> <p>Ask learners to reflect on this question: How did your understanding of nature deepen through the process of writing your poem?</p>



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