

<p>UNIT: LAND</p>	<p>LESSON:</p>	<p>OBTAINING RESOURCES</p>	
<p>LEVEL: Third Cycle</p>	<p>CONTRIBUTION TO COMPETENCES:</p>		
<p>TIMING: 6 sessions</p>	<ul style="list-style-type: none"> • Communicative skills: <i>Pupils will be able to ...</i> <ul style="list-style-type: none"> . ask and answer questions, to express ideas, and to select relevant information. • Methodological skills: <i>Pupils will be able to ...</i> <ul style="list-style-type: none"> . handle different resources to transform information into personal knowledge. • Personal skills: <i>Pupils will be able to ...</i> <ul style="list-style-type: none"> . work with autonomy, creativity, confidence, and critical thinking. 		
<p>What is energy? What are natural resources? What are renewable resources? What are alternative resources? What are non-renewable resources?</p>			
<p>AIMS: To understand the different kinds of resources we can obtain from the Earth. To explain why we have to use renewable resources.</p>			
<p>LEARNING OUTCOMES (What learners will be able to do at the end of the lesson)</p>	<p>COMMUNICATION</p>	<p>COGNITION</p>	
<p>To know:</p> <ul style="list-style-type: none"> . What energy is . There are natural resources from the Earth. . The difference between renewable and non-renewable sources of energy. . That many sources of energy will eventually run out and the importance of converting to renewable forms of energy. . Some advantages and disadvantages of natural resources. <p>To be able to:</p> <ul style="list-style-type: none"> . Name some renewable and non-renewable resources. . Identify, describe and compare different types of resources. . Use a mind map to brainstorm energy. . Read facts about different energy. . Complete a fact file. . Design a mural and describe it. <p>Be aware of:</p> <ul style="list-style-type: none"> . The value of using renewable resources from the Earth. 	<ul style="list-style-type: none"> • Language of learning - <u>Key vocabulary:</u> Energy. Natural resources, renewable resources, alternative resources and non-renewable resources. Environment. Wood, animals, food garbage, soil, water, sun, wind, wave. Fossil fuels, coal, uranium, natural gas, oil, petroleum, gasoline. Wind turbines, Solar panels, Sun heat, Tidal, Tides, Biomass, Geothermal, heat deep rocks, Hydro-electric, Dam, Wave Power Station, Nuclear Power Plant, Power Station, Mines. - <u>Communication structures:</u> <i>I think a plant uses energy to produce oxygen.</i> <i>We use energy when (play football).</i> <i>Is the Sun an alternative resource?</i> <i>That's right. The Sun is an alternative resource.</i> <i>Nuclear Power is more dangerous to the planet than Wind Power.</i> <i>Wind turbines are different from Solar Panels.</i> <i>In this mural you can see a Wind turbine.</i> <i>Wind energy is a renewable resource.</i> You can find it in the air / underground/sea. It is good because It isn't good because • Language for learning . Describing resources. . Classifying into groups resources. . Comparing features of renewable and non-renewable resources. . Explaining differences. . Giving opinions. . Stating facts. • Language through learning . Language that comes out when working in the session. 	<p><i>Pupils will be ...</i></p> <ul style="list-style-type: none"> . Matching . Comparing . Classifying . Deducing from observations . Giving reasons . Making decisions 	
		<p>CULTURE</p>	
		<p><i>Pupils will be able to ...</i></p> <ul style="list-style-type: none"> . Understand the importance of using renewable resources. 	
<p>ASSESSMENT CRITERIA: <i>Pupils should be able to</i> Name some renewable and non-renewable resources and explain the differences between them. Give reasons why we have to use renewable resources. Communicate facts about a range of natural resources. Value other students' work.</p>			