

<p>UNIT: LAND</p>	<p>LESSON:</p>	<p>LET'S SAVE OUR PLANET</p>	
<p>LEVEL: Third Cycle</p>	<p>CONTRIBUTION TO COMPETENCES:</p>		
<p>TIMING: 3 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>How green are you? The three R's of the environment. Hands on!</p>			
<p>AIMS: To make children aware of environmental problems. To encourage children to take steps to save the planet.</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"> . that individuals can help to prevent some environmental problems taking place. . the three 3R's of the environment. <p>To be able to:</p> <ul style="list-style-type: none"> . describe what people need from our planet. . say if their everyday actions are green or not. . draw a graph showing personal data from the class . answer a multiple choice quiz. . give examples of how they can save energy, save forests, reuse, reduce and recycle materials. . design a poster with an environmental message <p>Be aware that:</p> <ul style="list-style-type: none"> . Small changes in our lifestyle can do a lot for the Earth. 	<ul style="list-style-type: none"> • Language of learning - <u>Key vocabulary:</u> adverbs of frequency: always, sometimes, never, hands, Greenpeace, paddles, recycle plastic, metal, glass, drop litter, taps, environment, green, graph, destruction, pollution, rainforest intact, alive, pristine, revolution, the three 3R's, recycling containers, rubbish dump, hands on, compost bin, bird station, notepad. - <u>Communication structures:</u> I want a/ ___ because How green are you? Do you _____ ? Yes, I do / Sometimes / No, I don't. The graph shows... I can ___ by ___ ing _____. • Language for learning . Stating wants and facts. . Giving advice about what we should and shouldn't do. . Use of do and don't to talk about what we should and shouldn't do. . Suggesting solutions. . Giving examples. . Giving opinions. . Persuading the reader. • Language through learning . Language that comes out when working in the session. e.g. "Can you help me, please?" "I don't know" "Can you repeat, please? ..." 	<p><i>Pupils will be ...</i></p> <ul style="list-style-type: none"> . Identifying . Matching . Comparing . Classifying . Deducing from observations . Making decisions . Applying knowledge from the video 	
		<p>CULTURE</p>	
		<p><i>Pupils will be able to ...</i></p> <ul style="list-style-type: none"> . Understand the importance of taking care of the Earth. 	
<p>ASSESSMENT CRITERIA: <i>Pupils should be able to</i></p> <ul style="list-style-type: none"> . show an understanding of the fact that they can change things in the environment for the better. . draw a graph accurately. . describe how they can reuse, reduce and recycle materials. . Give examples to show that in their daily actions they are green. . develop and design a poster to show individual actions can save the planet. 			