

LESSON PLAN

Module 1: Communications

Family History - Remember Who You Are

Overview:

Using 'story' to enhance literacy and numeracy skills, students come to know and understand their personal family history while making connections with the bigger story of how the Universe and life began.

Objective:

To investigate and record family history, to explore the interconnectedness of all life, with a view to raising awareness of our responsibility to family, community and environment. While enhancing literacy and numeracy skills, students develop a basic understanding and knowledge of the scientific facts relating to the origin of the Universe and life itself.

Materials:

Environmental Studies Workbook: *Family History - Remember Who You Are*; notebook; family photos; tape recorder; internet; old records; TV, radio, newspaper and library archives.

Procedure:

Talk to students about importance of 'story' in our lives
Encourage students to write what they know of their own personal story
Study *Remember Who You Are* workbook paying particular attention to the *Story of Life*.
Discussion
Research personal family history talking to and interviewing older relatives, friends and neighbours. Locate photos and letters etc.
Record findings
Class reads together and discusses *The Story of Life - so far* from Environmental Studies Workbook using the story and images to explore the story.
Complete workbook exercises
Write the story of 'My Life' using all the new information from the Story of Life, being creative by using pictures/images as well as words to do the Bigger Story.

Duration:

8 x 1.5 hour sessions or as is deemed necessary. (Note: It is advisable for teachers and Students to take plenty of time to explore *The Story of Life - so far*; as it has a lot of new information in it.)

Extension:

See www.greensodlandtrust.com (education) for *Story of the Universe*
See also Module 6 Environmental Art, re living in right relationship with Earth.

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LESSON PLAN

Module 2: Nutrition & Cookery

Food - Gift of the Earth

Overview:

Students have an experience of food from its origins through its preparation to the table. This lesson is inclusive of preparation, serving and eating a meal demonstrating the importance of preparing and cooking food properly. Practical element is optional. Food is nourishment for body and mind – we would never put second-rate fuel in our car!

Objective:

To identify the origin of ingredients with special emphasis on native food and locally grown seasonal foods, while at the same time becoming aware of the importance of healthy eating. This lesson aims to equip the student with what they need to know about correct preparation, cooking and eating of food and associated literacy and numeracy.

Materials:

Environmental Studies Workbook: *Food – Gift of the Earth* copy for each student, food ingredients, utensils and equipment, notebook, cookery books, internet and cooking facilities.

Procedure:

Students name locally grown foods.
Remind students that people in times past only ate what was local and seasonal.
Research recipes and decide on what is to be prepared.
Complete workbook exercises.
Demonstrate chosen dishes and where feasible allow students to cook their chosen dishes.
Students prepare table at which food will be served, with special emphasis on the importance of the ritual of eating together.

Duration:

The time for this class will be at the discretion of the teacher. This unit requires teaching time and practical time along with time to eat and enjoy the food. This unit can also be done as a purely theoretical unit leaving out the practical element if this is not a possibility.

Extension:

Students from countries other than Ireland share their knowledge and experience of their own local foods/recipes
Start a vegetable garden and/or grow herbs in pots.
Relate this project to Environmental Studies Module 3 – Nature Study 1

LESSON PLAN

Module 3: Communications

Nature Study - The Spirit of the Wild

1: Walk by the River

Overview:

Students have an experience of being in Nature to explore local flora and fauna thus improving observation and note taking skills. Students reflect on personal experience of the natural world: living beings and their environment.

Objective:

To familiarize and reconnect students with the natural world in which we live. To use this material to improve reading, writing and numeracy skills. To share local knowledge and to strengthen self-confidence and communications skills.

Materials:

Environmental Studies Workbook: *Nature Study*, nature in the outdoors, internet, dictionary, books

Procedure:

Walk outside along a river or a canal, or other
Observe the wildlife in their natural habitat – plant and animal
Explain the importance of looking and leaving the species where they are as opposed to the old system that encouraged us to bring bits of nature inside to study them.
Do exercises in workbook
Write an account of the walk outside.
Read, research and discuss workbook material

Duration:

4 x 1.5 hour classes or as required (may require more time)

Extension:

To return to the riverbank or hedgerow where the walk took place with the knowledge gained from this unit and to look with fresh eyes. Gather more information on other aspects of nature e.g. watersheds, rock formation, erosion etc.
Relate this project to Environmental Studies Module 4 – Information Technology

LESSON PLAN

Module 4: Information Technology

Environment Matters

Overview:

Students become ecologically literate that they may better understand the ways in which humans are impacting on the natural world. Students demonstrate an understanding of rights and responsibilities.

Objective:

To question contemporary modern lifestyle, local and global, and learn to make informed lifestyle choices. To build self-confidence and communications skills along with literacy and numeracy skills. To demonstrate ability to understand and relate information by doing research for their chosen issue and also in the delivery and presentation of the completed work.

Materials:

Student Workbook: Information Technology - *Environment Matters*: notebook, local, national and international newspapers/magazines; digital camera; internet; library; local lobby groups.

Procedure:

Talk to students about Earth and how it gives us everything we need, food, water, fabric for clothes, materials for shelter, spiritual nourishment, beauty etc.

Introduce students to the diversity of life on Earth and to Earth's life supporting systems.

Explore with students what we mean when we talk about environmental matters/issues

Students pick a local/national environmental problem to investigate and write what they know about the issue

Students research their chosen problem, using local papers, politicians, lobby groups, questionnaires, photographs, internet, local library etc.

Students write a report on their findings using as many visuals as possible

Students present a short account of the findings to classmates.

Discussion

Duration:

6 x 1.5 hour sessions or other as deemed necessary. (Teacher to use own discretion as there is room for teachers and students to explore environmental issues together)

Extension:

Do a project on the *Story of the Universe* going back 13.73 billion years or a project on Earth's birth 4.3 billion years ago. See www.greensodlandtrust.com

(education) for *Story of the Universe*

Relate this project to Environmental Studies Module 1 – Family History

LESSON PLAN

Module 5: Numeracy

HOUR STORY.

Overview:

Students explore a sense of Time while developing numeracy and literacy skills

Objective:

To improve basic numeracy skills using one of our oldest timepieces – nature. Students read the 24 hour and 12 hour clocks, developing a sense of time, while relating nature's timescale to the human timescale.

Materials:

Environmental Studies Workbook: Numeracy - *Hour Story*, containing image of 24 hour clock showing Birth of Earth to now in a 24 hour timeframe; digital clock, face clock, encyclopaedia, dictionary, internet, calculator and notebook.

Procedure:

Discuss Time. What is it?

Explain how the clock works

Write about 'a day in my life' paying particular attention to recording time

Study the life of Earth from its birth 4.3 billion years ago and complete workbook exercises

Practise writing numbers as words using as many formats as possible e.g. information posters containing dates, times and place names, cheques etc.

Complete workbook exercises

Duration:

4 x 1.5 hour classes at the discretion of the teacher, as there is room for creativity in this unit and it may therefore need more time.

Extension:

Investigate time related books using internet and primary texts; books such as *The Diary of Ann Frank*, *Ulysses* by James Joyce, *How to Write Really Badly* by Anne Fine etc.

Research the life cycle of an insect and write about findings paying particular attention to the timescale e.g. 24 hr life cycle of the Mayfly

Using questions on last page of workbook students gather more geographical information from internet or library and write a report on findings. Present findings to others.

LESSON PLAN

Module 6: Art & Design

Environmental Art

Overview:

Students explore Aboriginal Art paying particular attention to the way Aboriginal people live in relationship with Earth and every living creature and every feature of the landscape. Students discover how this relationship carries responsibilities for Aboriginal people.

Objective:

To improve literacy and numeracy by learning to use website and the library to explore Aboriginal Art. To access copies of original artwork and learn to critique same.

To familiarize students with Environmental Art and discover how Aboriginal Art fits into what is classified as Environmental Art.

To demonstrate an understanding of rights and responsibilities and build self confidence.

Materials:

Environmental Studies Workbook: Art & Design - *Aboriginal Art*, white fabric (an old bed sheet is good), sticks to 'paint' with, paper, pencils, brushes, string, primary colours in acrylic paint – red, blue and yellow, also black and white, sticks to display the work, examples of Aboriginal Art.

Outside Work

Students will gather suitable sticks for 'Painting' and display.

Procedure:

Students gather materials (go outside to find sticks needed for painting and display purposes)

Students view examples of 'Dot Paintings' from the Central Desert region of Western Australia, paying attention to the symbolism.

Class engages in discussion about the tribes of Australia and how they live in relationship with Earth, with special emphasis on rights and responsibilities.

Write 4 or 5 lines telling student's own story.

Students complete workbook exercises paying particular attention to symbols.

Demonstrate paint techniques

Students do a draft of final painting on A4 paper (to be added to workbook)

Students 'background paint' their fabric

Using sticks of various sizes students paint their work and display it.

Evaluate work and compare with Aboriginal Art.

Duration:

6 x 1.5 hour sessions or as is feasible (there is room for a lot of creativity with this unit so time may need to be extended)

Extension:

1. Relate this project to Environmental Studies Workbook: Module 1- Family History
2. Photography: Look at the work of Andy Golsworthy
3. Students can look up contemporary artists working in the Environment, e.g. - Lynne Hull - <http://www.eco-art.org/> consider doing a project based on her work.

LESSON PLAN

Module 7: Woodwork

Overview:

Students will learn about Earth - This Living planet through looking/seeing, discussion, research and the making of practical Projects. On completion they will have a better understanding of all life on the planet and how we can work in harmony.

Objective:

To familiarize students with the abundance of wildlife in our own back yard. To increase students creativity. To increase woodwork co-ordination skills
To improve literacy and numeracy

Materials:

Environmental Studies Workbook: Woodwork -
Woodwork equipment:Hammers; nails; Jigsaw; drill etc
Assorted Recycled materials;
Timber fruit box; milk cartons; coat hangers; plywood cutoffs etc

Outside Work

Students will help in the placement of the Bird Table and Feeders

Procedure:

Students view examples of Bird-tables and feeders
Students Identify local birds
Students gather recycled materials
Class engages in discussion about their 'Carbon Footprint'
Students practice Deconstruction
Students learn to understand concept of Reduce - Repair - Reuse - Repair - Recycle
Demonstrate techniques
Students practice measuring
Students work on practical Project
Students use the internet as a research tool
Students complete workbook exercises.
Students learn the practice of Reduce - Repair - Reuse - Repair - Recycle

Evaluate work .

Duration:

6 x 1.5 hour sessions or as is feasible (there is room for a lot of creativity with this unit so time may need to be extended)

Extension:

1. Relate this project to Environmental Studies Workbook: Module 3- Nature Studies

LESSON PLAN

Module 8: Personal Effectiveness

Overview:

Personal Effectiveness is not a stand-alone module. It is designed to be integrated with selected completed work from Modules 1 - 7 of Environmental Studies and will be assessed in the context of students' achievements in the selected Modules.

Objective:

To improve literacy and numeracy.

To increase self-confidence and develop student autonomy

Materials:

Environmental Studies Workbooks: Modules 1 - 7

Procedure:

View Learning Objectives

Photocopy relevant worksheets that fulfill the learning objectives from Environmental Studies Workbooks (Modules 1-7) to complete Personal Effectiveness Module

Duration:

1 x 1.5 hour session