



# Lesson Plan for Positive Actions

Please send your Queries/Submit the lesson plan to Dr Pramod Kumar Sharma at [pramod@fee.global](mailto:pramod@fee.global)

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## 2. Has the lesson plan tried in a classroom (Please write a brief)

**The lesson plan was designed to run near a waterway near the school. It is framed by the normal development of the topics addressed in the classroom and serves to contextualize and deepen the given subject.**

## 3. The lesson plan

A. Introduction: Background information describing the key concepts in the lesson plan and which SDG they are linked to.

The class is designed so that the students will realize the diversity and importance of the water courses, in a logic of study of the hydrographic networks and of the impact on the human activity on the riverside environments.

The class is involved in a positive action on the global objectives 4, 6, 11, 14 and 15. During the activity the students are confronted with the use of water in the community, the sustainability issues of water use and the riverside ecosystem, the impact of human activities on the territory and how the quality of water is affected. This modality of class has the particularity of promoting learning about concepts associated with hydrography, giving a higher quality to the pedagogical process.

B. **Age Group** – Classes that it is suitable for (Age 6 to 9, Age 10 to 11, Age 12 to 14, Age 15 to 16 and Age 17 to 18)

**Age 15 to 16**

C. **Objectives or Learning Outcome/s** Select from the learning outcomes listed in the publication.

SDG	Learning Outcome
4-Quality Education; 6-Clean water and Sanitation; 11-Sustainable cities and communities; 14- Life below water; 15-Life on land.	<ul style="list-style-type: none"> <li>• Enjoys Outdoor learning.</li> <li>• Environmental Literacy Skills</li> <li>• Relates the learnings to sustainability</li> <li>• Environmental Stewardship</li> <li>• Learning For Life and Work (Local and Global Citizenship)</li> <li>• Does not pollute water</li> <li>• Does not waste water</li> <li>• An understanding of the importance of clean drinking water</li> <li>• Change of behavior against waste</li> <li>• Behaviour change towards plastics by reflections on the effects of plastics in the water</li> <li>• Protects trees and green spaces that are an important part of the water cycle</li> <li>• Protects the natural environment of the city</li> <li>• Throws waste in the proper place to stop litter reaching oceans, rivers, streams and waterways</li> </ul>

D. **Time required to deliver the lesson plan.**

100 minutes

E. **Resources Required to deliver the lesson plan** (Material, equipment and reading resources)

Sheets with:

hydrographic networks;

riverine species (flora and fauna);

water use technologies;

F. **Activity** – Steps or description of how the lesson plan will be conducted/facilitated by the teacher.

1. The beginning of the lesson next to the water course begins with: identification of the watercourse, framing in the hierarchy of the hydrographic network, connection with other watercourses, water paths to the ocean, concepts of hydrography;

2. Peer students sketch a section of the watercourse using universal conventional signs;
3. In pairs they identify the flora and fauna, distinguishing the native from the exotic. They recognize that exotic flora and fauna also results from the impact of human action and reflect on what impact there is on native biodiversity.;
4. In pairs identify forms of human intervention on the watercourse and margins;
5. Students, in pairs, identify old ways of using water from the watercourse;
6. In pairs they cross the banks and collect and identify the waste.
7. Reflect on how the litter has reached the waterways and how it can reach the ocean.

G. **Evaluation and Assessment** – How achievements of Outcomes both in short term and long term will be evaluated after the lesson is delivered?

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Students are assessed through a field worksheet that accompanies them from the beginning to the end of the lesson.

In the file the students perform several activities:

1. identification of the watercourse, the hydrographic network, the hierarchy in the network and all the watercourses that are connected;
2. drawing up a sketch, using agreed signals, according to what students observe;
3. identification of the flora and fauna that surrounds the course of water and the margins;
4. identification of exotic species;
5. identification of agricultural technologies for water use;
6. Identification types of human intervention smile the riverside ecosystem;
7. identification of the visible characteristics of water;
8. identification of types of waste in the watercourse and in the margins.

H. Suggestions of variation or further reading of the lesson plan

This geography-ready class can be adapted to many disciplines:

Natural sciences - identification of riparian species and evaluation of biodiversity (scientific name, family, order, etc.) - work with dichotomous keys; Study of macroinvertebrates to evaluate water quality; identification of lichen diversity for air quality assessment; relationships between living beings.

Physical chemistry - analysis of water turbidity and main chemical ideicates. pH, nitrites, nitrates, etc. Calculation of the tail of the watercourse.

History - sketch and study of old traditional agricultural structures related to the use of water.

Arts - Collection of leaves of trees and application of working techniques in lithium for the construction of engravings.

I. **References** – Acknowledging the resources that were used while developing the Lesson Plans.

<https://auladecampo.wordpress.com/>

The Use of the Field Class as a Strategy for Teaching Learning

<http://serrasdoporto.pt/>

Resources and information material about the territory