



Lesson Plan for Positive Actions

Please send your Queries/Submit the lesson plan to Dr Pramod Kumar Sharma at pramod@fee.global

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2. Has the lesson plan tried in a classroom?

This lesson plan was tried in a classroom. It has been applied in five 7th grade classes during the month of June of 2019. Everything turned out according to plan. This lesson was conceived to take place in a special project class, where students work according to a cooperative learning methodology and with the supervision of two teachers from different subject areas.

3. The lesson plan

A. Introduction

This is the fifth of a total of six classes that focus on the Sustainable Development Goals (SDG) so that all 7th graders of our school become aware of these goals and develop initiatives of their own to act on that.

In this class, students will watch a video about the plastic pollution problem and the concept of microplastic. Students will learn about its impact and the measures to reduce its dangerous consequences.

After watching the video, students will perform some educational activities related to this issue and then prepare the initiative "hands on", that consist on a beach cleaning to take place the next day.

B. Age Group - Students aged 11-13

C. Objectives or Learning Outcome/s

SDG	Learning Outcomes
<ul style="list-style-type: none"> • Ensure sustainable consumption; • Throws waste in the proper place to stop litter reaching oceans, rivers, streams and waterways. • Protects coastal ecosystems. • Organises beach and stream clean-up drives. • Investigates and report on water pollution. • Runs local campaign to raise awareness especially on the micro and-plastic problem in water bodies. • Picks-up litter when walking on the beach, swimming, or diving. • Investigates various wetlands aspects such as local biodiversity, environmental phenomena. • Supports businesses that have proper waste and wastewater treatment, such as Green Key awarded tourism establishments, avoid the use of hazardous cleaning products and sources its materials from sustainable sources. 	<ul style="list-style-type: none"> • Using approaches that support simulation games. These encourage empathy and help in bringing different perspectives in a classroom. Such simulations also help in shifting the locus of control to self and belief of self-efficacy, two important determinants behind people taking actions. • Recounting and summarising information related to the SDG using different types of supports (textual, pictorial, filmic, etc.) • Behaviour Change towards plastics - Eco Committee reflections on the effects of plastics in the ocean; • Conscious consumer choices; • Environmental Literacy Skills;

D. Time required to deliver the lesson plan - 90 minutes

E. Resources Required to deliver the lesson plan

Students' Handout; Computers with internet connection; Leaflet "Barco Bandeira azul" (Blue Flag Boat); Word search "What do fish eat?"; Pack of cards "Trocó Lixo";

Video: <https://www.youtube.com/watch?v=ngEIMe9FDI8> (2'34")

F. Activity

1. See, Think, Wonder

Students watch a video : <https://www.youtube.com/watch?v=ngEIMe9FDI8> (2'34") about microplastics and complete the "See, Think, Wonder" chart they have on their handouts. The group Recorder writes on a separate piece of paper a summary of their colleagues' charts. The teacher then randomly picks two or three groups and asks the Presenter of each to share their result.

2. Game like - activities about the pollution of the oceans

Randomly chosen, students perform activities A, B and C

- A. *Blue Flag Boat*
 1. All students have to read the information in the brown strip of the leaflet. (ex. “71% of the Earth’s surface is Ocean”).
 3. The group choose the most relevant information and then the best contribution and write that down on their handouts.
 4. The students follow the instructions given in order to build a paper boat.
 5. The Recorder writes the information on the boat’s hull and the contribution on the boat’s sails.

- B. *Word Search Puzzle*
 1. Students take note of what they believe be fish food and write it down in the fish sketch in their guide.
 2. The group solves the word search.
 3. In group, the students share their notes through the visual thinking routine “I Used to Think...Now I Think”

- C. *Card Game: Trocô Lixo*
 1. The students form two pairs and a select jury. The jury explains the game. Then shuffles the cards and displays them face down.
 - 2.The student who gets more pairs of cards wins the game.

3. *Preparing the D Day (Desafio , i.e., Challenge Day)*

The teacher shows and explores the PowerPoint presentation about the D Day – beach cleaning. The students take note of the required equipment and material in a proper handout

Finally, students can clear all their doubts.

G. Evaluation and Assessment

(At the sixth of the six lessons)

H. References

PÊGO, Ana,(2019), *Plasticus Maritimus, uma espécie invasora*, Planeta Tangerina, ISBN: 9789898145901

<https://www.un.org/sustainabledevelopment/sustainable-developmentgoals/>

<https://www.ecoschools.global/>

<http://www.dge.mec.pt/aprendizagens-essenciais-0>

<https://www.dge.mec.pt/autonomia-e-flexibilidade-curricular>

https://www.dge.mec.pt/sites/default/files/Projetos_Curriculares/Aprendizagens_Essenciais/es_trategia_cidadania_original.pdf

https://www.marista-carcavelos.org/conteudo/comunicacao/noticias/pro_educ

I. Attachments:

- Students' handout
- Beach cleaning Presentation