



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 sixth 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 carried out a “hands on” cleaning on a beach near school: they collected, counted and catalogued the residues found in that area. While there, the teacher Joana Pala and some students were interviewed by the public television channel RTP and by Radio Africa for the programme Agenda 2030, focusing on the SDG. The purpose of the interviews was to share awareness concerning the pollution beaches and oceans are facing, as well as to motivate others to get involved in similar actions. In the afternoon, back in school, students prepared an exhibition on this project: each class prepared their own panel in which they showed the residues they collected, properly counted and catalogued; awareness materials provided by Programa Eco-Escolas and Associação Bandeira Azul da Europa; slogans on the topic, photo

stories and written reports created by the students about this initiative. We had the collaboration of the City Hall, specifically of Cascais Ambiente. They provided the gloves and the list with the counting and cataloguing of residues. They also accompanied the beach cleaning and the preparation of the exhibition, which was entitled “Os suspeitos do costume” (the usual suspects).

B. Age Group - Students aged 11-13

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

SDG	Learning Outcomes
<ul style="list-style-type: none"> • 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"> • 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, as a result of their salmon project; • Conscious consumer choices; • Environmental Literacy Skills; • Issue visibility and dissemination in the region; • Learning For Life and Work (Local and Global Citizenship); • Development of skills, such as creative thinking, collaboration, communication; • Organising activities like visits/excursions to sites, survey and interviews with opportunities to exchange and learn. Learning that explicitly aims to benefit all can invigorate and inform actions. • Gaining experience and skills through service learning and training - internship and volunteering. • Writing news. Reflecting on an authentic learning experience helps students to build the knowledge that enables them to take focused action. • Engaging with interviews/ documentaries by people/ experts working with an issue. This could be brought into a classroom through screening videos, use of other multimedia created for specific topics and inviting experts. Such experiences create a vision and motivation for taking actions. • Celebrating days and awareness campaigns encouraging outreach by students to create awareness using different media like writing news and posts on social media, creating videos.

D. Time required to deliver the lesson plan - 360 minutes

E. Resources Required to deliver the lesson plan

For the beach cleaning: bags to put the residues in; pencil and rubber; hard cover notebook to place the list of residues over it; a sifter for sand; toy rakes or shovels; gardening or kitchen gloves; paper lists for counting and cataloguing residues.

For the exhibition setting: panels (big size and self-standing) ; cardboards; pins; plastic containers; glue; colourful pens or pencils.

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

F. Activity

1. Warm up and Motivation

In the classroom, students watch a video (<https://www.youtube.com/watch?v=iJnrABfEF1o> (3'48")) about a stunning environmental tragedy taking place on a tiny atoll in the center of the vast North Pacific Ocean, where tens of thousands of baby albatrosses lie dead on the ground, their bodies filled with plastic. Students are asked to share with the class what they've just seen, the message they got and their feelings about it.

2. Beach cleaning with residue counting and cataloguing

Students and teachers walk to the nearest beach (around 2,5 km). When they get there, each group is directed by a teacher to a specific area of around 2m² , where they will perform the cleaning according to the following procedure:

- The students responsible to collect the residues should: Put gloves on; Collect all the residues found on that area using their hands or the toy rake/shovel; Dig around the sand at the depth of a palm from the top; Place the residue found on top of one of the bags;
- The students responsible for noting down the information on the lists: Identify the types of residues and write down the quantity found; Put on a smaller bag the residues they want to save to use later in their exhibition;
- The students responsible for the journalistic part: Take photographs of the residues found by their teammates; write down words, sentences and other ideas they may use later to compose their stories.

3. Preparing the exhibition "Suspeitos do Costume"

In the classroom, each class creates a panel that best represents their work and their vision of the initiative. In order to do so, they may use the material available in the prepared work set: poster about residues, pencils and pens, cardboards, pins, plastic containers, string to hang the containers, decorative fish and boats; plastic bags; printed word search puzzles, and rulers with the sizes of sustainable fish.

Also, each class must select, customize or create the following elements for the panel:

- Samples of the collected residues;
- Labels to catalogue the residues;
- 12 to 15 photographs taken during the beach cleaning (printed in the school library)
- A written report of the beach cleaning action;
- A slogan raising awareness about sea pollution;

G. Evaluation and Assessment

At the end of the lesson the students reflect on their learning process and self evaluate completing the following scheme:

How I worked	What I learned	My conduct and behaviour	My participation and contribution to my group work
			

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

We considered the following principle appointed by the National Education Strategy for Citizenship: *The articulation with local authorities and municipalities, through the Municipal Education Council and the respective Municipal Educational Strategic Plan, seems like a practice to be favoured by schools, as it promotes complementary and convergent solutions capable of generating local and regional synergies that contribute to the development of real experiences of participation and citizenship experience.*

I. References

- <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

J. Attachments:

- Television report and interview
- Radio report and interview
- Photographs of the beach cleaning
- Photographs of the exhibition