

SCHOOL: Zrínyi Miklós-Bolyai János Primary School	LESSON PLAN	School subject: Technology
CLASS: 5		School year: 2017/2018
Field of Science: - Natural Sciences - Social Sciences - Arts - <u>Technology or I.T.</u>		Lesson number:

Main topic: Everyday aspects of life in a built environment – Environmental protection

The topic of the lesson: Garbage in our environment

The goals of the lesson:

- Increasing environmental sensitivity
- Shaping environmental-conscious thinking and behaviour
- Raising the awareness of the importance of selective garbage collection
- Incorporating the learned knowledge in everyday life
- Didactic task: Teaching, learning, applying and fixing new knowledge during the lesson.
- Educational task: Cooperation within the group, listening to one another's opinion, recognizing cause and effect relationships

Lesson type: a lesson of processing and applying new knowledge

Subject correlation: Science, Art, Foreign language

Developing key competences:

- **Communication in mother tongue**
- Natural Scientific competence
- **Efficient and independent learning**
- **Social and civic competence**
- Initiative and venturesome competence

Developing transversal competences:

- **Acquiring independent learning**
- Social competences
- **Cooperative activity**
- **Critical thinking and reflection**
- **Digital competence**

Teaching forms	Teaching methods	Teaching devices
<ul style="list-style-type: none"> - frontal - individual - group 	<ul style="list-style-type: none"> - explanation - discussion - demonstration - mosaic learning - practical work - the method of opinion line 	<ul style="list-style-type: none"> - puzzle (magic square) - ppt - text - garbage - garbage bags - bins - rubber gloves - disks of opinions

WORKING PROCESS

	Teacher's activities	Pupils' activities
<p>1 Designation of the purpose of the lesson, organizing work at the beginning of the lesson</p> <p>5 min.</p>	<p>(S)he describes the topic and the purpose of the lesson. (S)he helps with forming groups of 3 or 4 and controls the preparation of the necessary devices.</p>	<p>They form groups of 3 or 4 and prepare the necessary devices.</p>
<p>2 Motivation:</p> <p>Puzzle The solution of the puzzle is the motto of the lesson: <i>Junk is a problem but garbage can be valuable.</i></p> <p>3 min.</p>	<p>Handing out the exercise sheet which contains the puzzle, discussing the solution.</p>	<p>They solve the puzzle and define the solution individually and discuss the meaning of the solution together.</p>

<p>3 Recalling the pupils' previous knowledge in connection with the topic: with the help of a ppt</p> <p>Brainstorming: How can be garbage made out of junk and what can we do with the unnecessary things, have you got some home experiences in connection with this?</p> <p>8 min.</p>	<p>(S)he presents a ppt which helps clear up the difference between the concepts of garbage and junk and other key terms like illegal landfill, selective garbage collection, recycled garbage. (S)he controls the cooperative opinions.</p>	<p>They listen and formulate cooperative opinions in connection with the slides.</p>
<p>4 Mosaic learning: Getting familiar with the concept of ecological footprint</p> <p>8 min.</p>	<p>(S)he hands out parts of a text depending on the numbers of group members because within a group everyone gets a different part of the same text about ecological footprint. (S)he controls the common discussion.</p>	<p>They read the text parts and share their acquired knowledge with one another. Finally – with the teacher's control – they sump up the knowledge acquired in the group together.</p>
<p>5 Applying what has been learned: Modeling reality: sorting out garbage in the suitable bins.</p> <p>8 min.</p>	<p>(S)he walks around in the classroom, helps and controls the work of the groups.</p>	<p>They sort out the unsorted garbage in the suitable bins.</p>
<p>6 Summing up the topic of the lesson: Discussing the acquired knowledge about selective garbage collection, recycling and ecological footprint.</p> <p>6 min.</p>	<p>Controlling discussion.</p>	<p>They join the discussion.</p>
<p>7 Evaluation with the method of opinion line What do you think: was the lesson interesting? Do you find your work efficient both individually and within your group? Did you learn new things that you can use in your</p>	<p>The teacher writes the three questions that help evaluation and draws the three evaluating scales on the board.</p>	<p>The groups briefly discuss their answers to the questions then put their disks on the scales.</p>

life? 5 min.		
8 Organizing work at the end of the lesson: Tidying up the classroom, packing up devices 2 min.	(S)he controls and helps tidy up the classroom and pack up devices.	They tidy up the classroom and pack up devices.

Notes:

In case of groups of 3 text parts 3 and 4 of the text about ecological footprint can be contracted.

The text mentioned at the sources is in Hungarian but teachers can choose freely another relevant text or article in another language which is about the concept of ecological footprint.

Homework for the pupils:

Attachments:

- puzzle (magic square)
- ppt
- text (ecological footprint)

Sources:

Text (ecological footprint) source:

<http://www.kamaszpanasz.hu/hirek/zoldovezet/5931/okologiai-labnyom>

Sources for the ppt:

- slide 1: junk: <http://explorerworld.hu/2013/04/12/nem-bantja-a-szemet/>
- slide 2: garbage: <http://recity.hu/muveszeti-alkotasok-hulladekbol/>
- slide 3: illegal landfill: <http://www.infohodmezovasarhely.hu/hirek/olvas/illegalis-szemetlerakolt-a-szegfu-utca-2016-05-10-163907>
- slide 4: selective garbage collection: <http://www.tisztajovo.hu/kornyezetvedelem/2013/05/01/pecs-es-a-szelektiv-hulladekgyujtes>
- slide 5: recycled garbage: http://oko-piac-ter.net/kreativ_ujrahasznositas_otthon_1_resz/