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**GUIDELINES**

**FOR CREATING**

**A LESSON PLAN**

*#litterlessplus*

**This document provides teachers with guidelines on developing a lesson plan on the subject of pollution. To improve your chances of winning the Litter Less Plus Competition, please fill-in as many details as possible and bear in mind that your lesson plan needs to address one or more of the following topics:**

* + Reduction of litter and waste
  + Promotion of responsible production and consumption
  + Increasing knowledge and taking actions to reduce invisible pollutants
  + Promotion of the circular economy model

**We thank you in advance for your participation and will do our best to share it with our network.**

**- Foundation for Environmental Education**

1. **AUTHOR DETAILS**

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| 1. Programmes the school is participating in (Eco-Schools/LEAF/YRE/other) | Eco Schools |
| 1. Would you like to receive monthly updates through our Newsletter? Yes/No | NO |
| 1. Submission date (dd/mm/yyyy) | 31.8.2023. |

1. **THE LESSON PLAN**
2. Theme – The title of the lesson

Health care; healthy diet; Hygiene - the science of health

1. Introduction – A brief description of what the lesson is about. (100 words max.)

First graders will learn the concepts of healthy eating and the initial steps of the circular economy. The class is held in an outdoor classroom, which is located in the school yard. In the continuation of the school yard, there are apples and pears that no one uses.

1. Age Group – Age group that it is suitable for (e.g. Age 6 to 9, Age 10 to 11, etc.)

Combined class first and second grade, 6 and 7 years old.

1. Objectives or Learning Outcomes – List 3-5 objectives/learning outcomes that you are expecting to achieve during the lesson.

He understands that human health is important and that he will be preserved if he eats properly; lists foods that are healthy, and against them those that are harmful; states why some foods are healthy; makes a list of healthy foods; illustration of the same.

1. Time required to deliver the lesson plan – If more than one class session (30-45mins), please indicate the time required.

The required time is more than one hour or 45 minutes. It is recommended that it be two hours, a Nature and Society class combined with a department community, art or physical education class.

1. Remote preparation - (if any) Anything that you (or the students) need to do BEFORE the lesson. (e.g. collect and bring to school 3 items labelled as hazardous)

Before class, an appointment is scheduled in the outdoor classroom, above the school in the school yard. Students should bring a few apples with them. The teacher provided the utensils needed to make apple and pear sweets. These are several glass jars, serrated knives and bags. For waste in the form of bark and tips, it is placed in a compost container. The compost bin is next to the outdoor classroom.

1. Planning considerations - (if any) such as (i) ‘warnings’ about misconceptions students might have about the lesson’s topic and how to deal with them; (ii) safety precautions; (iii) tips and other useful information

Despite the fact that it is a village school, a village with plenty of fruit, especially apples and pears, the children are eating less and less healthy. The trend is to eat fast food, snacks and carbonated juices. More and more fruits are not used for food, but perish. The circular economy allows fruit to be used for food in many ways. The resulting waste is turned into compost in the composter.

1. Resources Required to deliver the lesson plan – Material, equipment and reading resources needed

Cloth fruit bags, serrated knives, glass jars with lids, composter, water for washing fruit and hands, outdoor classroom, teacher background and study of compost literature.

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

Structure your description using these main headings:

* 1. Introduction

Entering the outdoor classroom and putting away the apples they brought from home. The teacher explains the rules for working in the outdoor classroom. Discussion and agreement on further activities. Preparation of accessories. (15 minutes)

* 1. Development

Above the outdoor classroom, students and the teacher pick apples and pears from low branches that they can reach from the ground or the teacher picks from higher up. Then they collect them in cloth bags, wash them at the fountain in front of the school and put them in clean containers. After that, apples and pears are cut in half with a serrated knife and placed in glass jars. The bark and tips are left in the compost. Through play we learn that it is healthy to eat fruit. We learn that fruits can be made into sweets and composted. We store the obtained products in the school refrigerator and sell them at the eco bazaar or on School Day. From the funds received, the students go on a tour of the Durmitor National Park. (1 h)

* 1. Conclusion

We repeat what we learned about healthy eating and fruit. We are reminded of composters and compost. We try apples and pears. (15 min)

1. Evaluation and Assessment – How will you check that the Objectives or Learning Outcomes (listed in D) were achieved?

They answer questions about healthy eating. They wash their hands before and after work. They participate in activities.

1. Dissemination – How will you communicate about the products of the lesson for awareness raising? If your lesson plan has already been implemented, attach a link of a product produced during the lesson (e.g., video, poster, presentation, URL link/website link).

The lesson can be a demonstration and present active classroom teaching. All activities through photos and videos can be published on the fb page and website of our school. Preparation for the class can be published in the school newspaper.

1. Follow-up activity - (if any) Suggest an activity that can build on what the students learned during your lesson

In one of the next Art Education classes, they will make fruit out of plasticine. They will know the school yard better. They will acquire the basics of the circular economy according to their age. They learn the basics of entrepreneurial learning. They develop hygienic and ecological habits.

1. Adaptations for students with learning difficulties – (if any)

Activities are adapted for all students. Lower students collect apples and pears from the ground. In all activities, the teacher shows and helps.

1. Extension for gifted students – (if any)

Preparing fruit salad, composting waste from the orchard, writing a poem about fruit and the like.

1. Background information for teachers - Include any website links and resources that would provide teachers with useful information about the lesson’s topic

<https://www.stetoskop.info/pravilna-ishrana/pravilna-ishrana-dece-skolskog-uzrasta>

<https://www.zdravisimo.com/blog/jedna-jabuka-na-dan-tera-doktora-van.html>

<https://klima101.rs/kompostiranje-organskog-otpada-101/>

<https://www.youtube.com/watch?v=QMN4AkZbxGA>

1. References – Acknowledge the resources that were used while developing the Lesson Plan.

Curriculum and work program for first and second grade

Annual work plan of the Eco-School Board

Annual work plan of the school