**CLIMATE CHANGE LESSON PLAN – Me and my environment**
**For Grade 3**

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**Description of Activity:** Learners explore their environment, collect items from it and use those to create life-size posters of their bodies. They revise the words for parts of the body, and begin to explore what their basic needs are and how this relates to their environment.

**This lesson should be completed over _4_ 30 min lessons or over _1_ week.**

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| **Learning Area/s:** Natural Sciences | **Learning Outcomes:** LO1 |
| **Assessment Standard/s:** AS 2(Does)<br>AS3 (Reviews) | **Subject Integration:** Life Orientation (My Body)<br>Language (Vocabulary)<br>Arts and Culture |
| **Background knowledge required by learners:** Vocabulary for parts of the body. | **Materials Needed:** Big paper (a roll of newsprint is best), pencils, wood glue, plastic bag for collection of items, marker pens. |

**Activity Procedure:**

**Lesson 1:** The teacher introduces the class to the word 'environment', they discuss that the environment is 'everything around us'. The class takes a walk together around the school grounds and observes what is found in their school environment. Back in the class the teacher asks the learners for examples of what they found in their environment. As each learner gives an example the teacher either sticks up a picture of what they said, or asks the learner to draw the picture on a big piece of paper. The teacher writes up the appropriate word next to the picture. The result is a poster of the school environment (don't forget to include the buildings, people, cars, etc.)

**Lesson 2:** For this activity the learners should work in pairs (or in groups, if you have limited materials). Each pair is given a bag and a list of items to collect. The list could read:
" three different shaped leaves
two different colours of soil
long grass and short grass
something brown
something with a bright colour"

The learners are given time to explore their school grounds and collect the items on their list. Once back in the classroom, each pair is given time to show with the others what they collected and explain why they chose them. These items are then kept for use in the next lesson.

**Lesson 3:** Working in the same pairs (or groups), each learner is given a big piece of paper. As one learner lies down on the paper, their partner draws all around their body. If you are unable to get paper big enough

the learners could just draw around the head and shoulders of their partner. The learners then use the items they collected in the previous lesson to stick on and decorate the body they drew (ie: sand could be glued on the legs and arms to represent skin, leaves and grass for the clothes, etc.). When they have done this, the teacher writes up the different words for the parts of the body and the learners label their picture.

**Lesson 4:** The teacher begins the lesson by talking about what kinds of things our environment provides for us (air, water, food, protection, etc.). The learners then add these things to their posters from the previous lesson, and label them. The teacher sticks up the posters on the walls of the classroom (or somewhere) and each learner has a chance to explain the things they need from the environment. The lesson ends with a brief discussion on how people impact their environment.

**Assessment Method:** Teacher rubic, using questions like the following:
Is the learner able to talk about what they have been doing?
Is they able to give examples of items from their school environment?
Is the learner able to collect the items on the list?
Is the learner able to talk about what they have collected?
Is the learner able to create a poster, following the instructions given?
Is the learner able to talk about what their needs are?

Drawing around the body

Some finished posters