

Didactic Scenario

1. Title

Protecting the Environment

2. Keywords

ecology, natural environment, artificial environment, recycling

3. Basic Information

STEAM Subject: Science, English, IT, Art

Typical interaction time with the instructional scenario in teaching hours for in-school work:
Science (1 hour), English (1 hour), IT (1 hour), Art (1 hour)

General description of the scenario:

<u>Phases</u>	<u>Stage</u>	<u>Time</u>
Warm-up activity, introduction to the topic	preparation stage	5'
Explanation of work ahead and what is expected of them	preparation stage	5'
Presentation of the instructional-educational content	implementation stage	35'

Age group: 9-10 years

Estimated difficulty level:

Very Easy	Easy	Moderate	Challenging	Very Challenging
			X	

Teaching resources

Material: white sheets, colored sheets, coloured pencils, eraser, scissors, glue

School infrastructure: Smart board, devices connected to the Internet

Additional material from external sources/online tools:

- https://www.youtube.com/watch?v=belXC_IoW4o
- <https://view.livresq.com/view/5f466f29939852df06ef2ed4/>
- <https://in.pinterest.com/pin/620863498642885957/>
- <https://www.liveworksheets.com/search.asp?content=the+environment>

Differentiated Instruction for students of differing abilities and learning styles in the same class: N/A

Developed by: Condrea Gabriela

4. Educational Problem

The earth is the only home of the human species and it is the duty of each of us to protect it by any means possible, keeping it in a state as close as possible to that before the development of civilization.

5. Learning Objective (-s)

1. Students will understand how important it is to protect the environment;
2. Students will make posters with messages;
3. Students will develop their digital skills.

6. Phases of the Scenario

Phase 1

Title: Warm-up activity, introduction to the topic

Indoor	Outdoor	Mixed
X		
Phase duration in minutes: 5'		
Detailed description of the scenario phase: Students will watch a video about people's actions that damage the environment. There will be discussions with the students about the aspects they observed in the video and they will express their opinions about this topic.		
Activity sheets: https://www.youtube.com/watch?v=belXC IoW4o		
Phase 2		
Title: Explanation of work ahead and what is expected of them		
Indoor	Outdoor	Mixed
X		
Phase duration in minutes: 5'		
Detailed description of the scenario phase: It will be explained to the students that the earth is essential for our existence and for the following generations and it is our duty, as humans, to protect it. The most important threats to the environment at the moment are global warming, pollution and the decrease in biodiversity. Because each person's actions matter, students will understand that they can also contribute to reducing these problems by making some changes in their lifestyle. If the activity takes place in the classroom, the students will answer the questions orally.		
Activity sheets: N/A		
Phase 3		
Title: Presentation of the instructional-educational content		
Indoor	Outdoor	Mixed
X		
Phase duration in minutes: 35'		
Detailed description of the scenario phase: Students will watch the presented material and participate interactively in the lesson.		

They will learn to make posters through which they will urge people to take care of the environment. They will work in teams, consult each other and collaborate to illustrate the proposed theme as best as possible.

Activity sheets:

- <https://view.livresq.com/view/5f466f29939852df06ef2ed4/>
- <https://in.pinterest.com/pin/620863498642885957/>

7. Evaluation Methodology

The students will complete a test with the help of the application [https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Should or shouldn't/What should we do to protect the environment\\$vs4896vq](https://www.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Should+or+shouldn't/What+should+we+do+to+protect+the+environment$vs4896vq) to recall the information related to environmental protection and to develop their digital skills.

The students' answers will be evaluated through grades or verbal evaluations.

The teacher will appreciate the quality of the students' answers, will offer suggestions and recommendations.

The teacher will note the successful aspects of the activity and will plan other learning situation that will help the students to assimilate as many knowledge as possible in future lessons.

8. Additional Resources for the teacher

N/A