

**SUSTAIN LESSON PLAN**

<b>Topic</b>	Shopping
<b>Teacher's Name, Institution and Country</b>	Özlem Metin Güneş Doğa Schools TURKEY
<b>Target Group</b>	<b>Grade: Pre primary</b> <b>Age: 5</b>
<b>Objectives</b>	Students will be able <ul style="list-style-type: none"> <li>• To count objects</li> <li>• To express themselves orally</li> <li>• To obtain certain behaviors that are necessary for eye-hand coordination</li> <li>• To follow table manners</li> </ul>
<b>Key Competences</b>	<ol style="list-style-type: none"> <li>1. <i>Communicative Competence in the Mother Tongue</i></li> <li>2. <i>Mathematical Competence and Key Competences in Science and Technology</i></li> <li>3. <i>Social and Civic Competences</i></li> <li>4. <i>Initiative Taking and Entrepreneurship</i></li> </ol>
<b>Duration</b>	40+40+40
<b>Sustainable Development Themes</b>	<ol style="list-style-type: none"> <li>1. <i>Waste materials and recycling</i></li> <li>2. <i>Production and Consumption</i></li> <li>3. <i>Healthy Life</i></li> <li>4. <i>Preservation/Management of Natural Resources and Renewable energy</i></li> </ol>
<b>Materials and Resources Used</b>	Newspaper, pencil, paper, and graph paper, market brochures <b>ANNEX 1</b> , cloth to prepare shopping bag (teacher sew before the activity and children can decorate)
<b>Disciplines associated</b>	Math
<b>Method</b>	Demonstrating, Encouraging, Questioning, Cooperative learning, Case Study, Discussion, Socratic Inquiry, Excursions and Outdoor Learning
<b>Key Words</b>	Shopping, Following Table Manners, Money, Market, Healthy food

## SUSTAIN LESSON PLAN

**PRELIMINARY INFORMATION:**

There are lots of plastic bags are used shopping in Turkey. These bags are dangerous for environment. The activity is prepared to raise students' awareness to protect environment in early childhood. In addition, this activity prevents students to get used to unnecessary consumption.

**I.Introduction**

The teacher comes to the class with a box and asks the students "What is in the box?" (She/he puts different objects related with shopping such as; shopping bags, miniature coins, vegetables, some chocolate, fruits, juice etc.) The teacher gives opportunity to each child to explain their ideas about the materials in the box, after she/he shows all the materials in the box.

**II.Learning Process**

First the teacher shows the video [http://www.youtube.com/watch?v=-j3a96\\_4qNM](http://www.youtube.com/watch?v=-j3a96_4qNM) to students. After they watch the video, the teacher asks students **what they think about the video**. She/he gives opportunity to each child to express their ideas about the video and she wants students to find out the misbehavior shown in the video and then she asks "**what is shopping?**" and talks to children about shopping. She/he asks some questions such as "**what should we do in the Grocery Store? What do you buy in the Grocery Store? Do you read the numbers on products or shelves?**" After discussing the topic the teacher says "Now you are going to participate in the competition of "**The Best Grocery Store in the future**". **What kind of grocery stores would you design?, What kind of food would you sell in it?**" First they discuss the topic and each student has a chance to express their ideas. (Students express their ideas by using drawing and speaking techniques) The teacher uses case study methods for the activity, which gives an opportunity to each student to express their ideas about shopping. After that, she/he says 'let's prepare healthy lunch' and she brings the box. She/he wants students to categorize the food on healthy and unhealthy. After categorizing the food, they prepare a healthy lunch. Before eating, they talk about the topic of following table manners. **What should we do during meal?** They discuss about the table manners and they start eating their healthy lunch. After the activity, the teacher says that they have a guest this evening and they will prepare healthy dinner for them but they have little money to buy the required ingredients. After children express their ideas about the topic, she/he gives them some market brochures (Annex 1) Then she/he hands out these brochures, she wants the

**SUSTAIN LESSON PLAN**

children to cut the vegetables shown in the brochure into pieces to prepare dinner. After that, each child cuts the material and the teacher collects all of them and then she asks the question “**what do we need to prepare dinner?**” The teacher uses cooperative learning methods. The teacher asks some questions to students and takes notes of their answers. For example, “**How much money do you need to buy bread?**” she notes the prices of all materials and writes them behind the materials. The teacher gives numbers to each child from 1 to 9. (Annex 2) The teacher wants the students to cut the numbers. She wants to build a Grocery Store by using the toy blocks and students put materials in the Grocery Store and they start the activity. She/he selects a volunteer for a cashier in the Grocery Store and other children will be customers. The teacher reminds each student what she/he should buy from the store. The teacher asks the questions: “**What did you do during shopping? How much money did you spend?**” And the children count how much money they spent and she directs them to select cheaper ones. The prices are organized in numbers between 1 and 9 and all the children know how to count from 1 to 9. After this activity, the teacher may take children to the Grocery Store so that they can observe how people are shopping. All annexes can be found at: <http://www.sustain-project.eu/main/links?lang=en>

**III.Conclusion**

The teacher asks children what we use to carry the shopping materials. And talk about the negative effect of using plastic bags for environment. They negotiate what they can use instead of plastic bags? The teacher gives all the recycled materials to students and students prepare and decorate cloth bag in a group to use shopping. And the teacher reminds the students to use cloth bag instead of plastic bags.

SUSTAIN LESSON PLAN

**IV.Evaluation**

During the lesson the teacher fills in the following chart based on his/her observations. The evaluation chart helps the teacher to evaluate student's math, linguistic and small psychomotor skills. The teacher can make changes on the chart according to the students' improvements.

<b>Name of the child:</b>	☺	☹
<b>Age: 6</b>		
Child can count objects		
Child can express himself in oral		
Child can obtain certain behaviors that are necessary for eye-hand coordination		