

SUSTAIN LESSON PLAN

Topic	Health and Environment
Teacher's Name, Institution and Country	Mine Çalioğlu-Acarkent Doga School Revised by Esra Erdemli Özdemir -Beykoz Doga School
Target Group	Grade: 3 rd Grade Age: 9
Objectives	Students will be able to <ul style="list-style-type: none"> • Establish reason-result relations in statements, • Tell one's experience and memories by giving examples from their own experience and daily life associating with what they listen, • Prepare door knob to raise awareness on neighbors and friends
Key Competences	<ol style="list-style-type: none"> 1. <i>Communicative Competence in Mother Language</i> 2. <i>Digital Competence</i> 3. <i>Learning to Learn</i> 4. <i>Social and Civic Competences</i>
Duration	40 + 40 min.
Sustainable Development Themes	<ol style="list-style-type: none"> 1. <i>Production and consumption</i> 2. <i>Healthy living</i> 3. <i>Preservation/Management of Natural Resources and Renewable energy</i> 4. <i>Local and Global Responsibility</i>
Materials and Resources Used	Video, 2 toothbrushes, 2 toothpastes, 2 empty buckets, two jugs filed with water and liter for measurement, colored cardboards, colored pencils, print outs of the form on page three in the number of students "Selim's Decayed Tooth" Story, Toothbrush, toothpaste, empty bucket, a jug of water and liter for measurement
School Subjects associated	<p>In Social Studies - Counseling and Psychological Guidance - Mathematics classes</p> <p>In Social Studies Class;</p> <p>"Makes personal care by receiving help from their parents."</p> <p>"Makes correlation between the functions of organs and healthy life."</p> <p>"Explains the relation between healthy growth and development and personal care, exercising, and keeping a balanced diet."</p>

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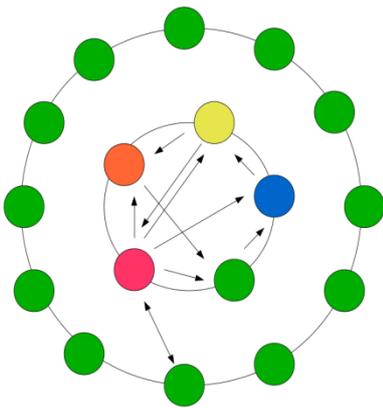
	<p>“Explains the importance of conscious consumption of the sources in school.”</p> <p>In Counseling and Psychological Guidance class;</p> <p>“Develops daily life skills.”</p> <p>In Mathematics class;</p> <p>“Measures the amount of liquids using non-standard liquid measurement units.”</p>
Method	Brainstorming, Question and Answer, Case study, Showing-Doing-Instructing, Observation, Decision making,
Evaluation	Preparation of an Awareness Card
Key words	Water consumption, health, personal cleaning materials

PRELIMINARY INFORMATION:

This lesson plan has been prepared in order to emphasize the importance of water.

“The World Water Day” that is celebrated on the 22nd of March annually. See:

<http://www.unwater.org/>



While implementing the steps of this lesson it is important to follow the power point presentation. It can be found at:

http://www.sustain-project.eu/dgp/281-ANNEX_1.pdf

The video named “Diş Sađlığı – Elif Öğreniyor” (Dental Health – Elif is Learning) is an optional activity. According to the time the teacher can decide whether to show the video or not.

Door Knob (Awareness Raising Cards): Before implementing this activity the cards should be cut into water drop shapes according the number of the students. The aim of this activity is to help students to internalize the newly learned knowledge by preparing slogans and also to make them to be aware of their social environment by distributing their doorknobs to their neighbors.

Fish Bowl: The aim of this activity is to make students be able to convey their knowledge by questioning and discussion through Philosophical Inquiry that turns

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the classroom into a questioning community. By this way the students are expected to examine the reasons of the problems, find possible solutions, not only convey their knowledge but also listen others with respect in a discussion environment (for more information see Sustain Glossary <http://www.sustain-project.eu/docs/Glossary.pdf>).

I. Introduction:

The teacher puts a model tooth or toothbrush in a box to attract the attention of students and enters the classroom. Reflects the presentation in Annex 1 and they follow it until the end of class. Then shows this box to students and asks what is inside the box. After students tell what they think is in the box, he/she shows the object in the box. The below questions are asked after the students' opinion on the object is learned.

- What do you do every morning without any delay?
- When do you brush your teeth during the day?
- Why should we care for the cleanliness of our body?

“Tooth Health - Elif is Learning” video is watched. (Optional activity)

http://www.dailymotion.com/video/xxp3f9_dis-sagligi-elif-ogreniyor_school

Learning Process:

Then the teacher shows 4 pictures about Selim's day to make the students think about the stages of the story through using the activity of “What do you see in the picture?”. After this activity, teacher gives the title and then shows the first & last sentences of the story. Later she asks the students to guess what the story is about and the teacher asks the students to determine the words that they don't know the meaning. After the story is read, students prepare three questions in groups to ask their friends or the teacher asks her comprehension questions (this is optional). As a wrap up activity the teacher shows some “toiletries” to make them think about the ways of remain healthy and to answer the questions of decayed tooth as the healthy tooth. Later students work in groups and choose one question to discuss in groups through associating with their daily life.

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The “How should I brush my teeth?” activity is performed. Students are asked how they use the water while they brush their teeth. This is discussed. The units and instruments used for measuring water are asked. Then the below activity is performed.

Materials: 2 toothbrushes, 2 tubes of toothpaste, 2 empty buckets, two jars of water and liter for measurement

Four students are selected. Two of them are given toothbrushes and toothpaste. The other two are given the jars filled with water. The students who have toothbrush and toothpaste start brushing their teeth. The other student pours water from the jug to the bucket as if it is a tub. The water is poured by the time the student finishes brushing his/her teeth. The other student also starts brushing his/her teeth, but this time the water is poured only when necessary. The water poured in the buckets is measured with the liter. The amounts of water used in both processes are compared. The issue is discussed.

I. Conclusion:

In the classroom, the video “*A story for kids - Saving Water!*” is watched. The students are asked to remember the question that is at the end of the video: “What do you think will happen next?”

<http://www.youtube.com/watch?v=Avm096whrtI>

After watching the video, the students are divided into small groups of 4-6 and asked to make up a scenario about “Saving Water!” and find solutions as an answer for the question in the video. First, as groups; the students need to think, discuss and find out the reasons of the dryness of the water resources, how this affects our lives and how we can solve it. When they finish discussing in groups, using the “*fishbowl*” technique for “*Philosophical Inquiry*” method, one member of each group as the speaker sets the inner circle (fish) and the others set the outer circle (bowl). While the speakers share their groups’ scenarios and solutions, the members of outer circle observe and take notes of the important information. When all the speakers finish sharing their ideas, the observers share their notes and critics in the class. Optional activity: Then teacher shares information about conscious water consumption and amount of water remaining in the world with the title “How much water is left on earth? The students are asked to prepare awareness cards about conscious water consumption, using this information and the teacher shows them the example door handle prepared in the shape

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of WATER DROP. Then students are divided into small groups and given the already cut cards and necessary materials for the decorations. Each group is asked to find a slogan for conscious water consumption and write them on the door handles and adorn them.

II. Evaluation:

The teacher observes the work of all groups during the activity. The teacher asks the students what kind of an awareness card they are planning to prepare and what slogans they have found. Feedback is given to the students on their work. Awareness cards and slogans prepared by the students are shared in the class after the work is done. They are asked to hang the door handles at home and make short notifications. And then the teacher delivers the below form to the students and apply it at home for one week and bring it after one week. Each student writes their name on the form and gives it to the teacher. The teacher checks the forms one by one together with the students.

RESPONSIBILITY CHART	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Did I brush my teeth at least twice today?							
Did I turn off the water as I was brushing my teeth?							
Did I drink at least two glasses of milk or one bowl of yogurt for the health of my teeth?							
Did I inform one person on tooth health?							
Did I remind a person on water saving while I was brushing my teeth?							