

Lesson Plan Template

For lesson plans, we ask that you complete the following template. Lesson plans involving sustainability can supplement curriculum across a variety of subject areas and can take place in or outside the classroom and we encourage you to share your creativity in this subject! Please contact Ann.Nielsen@asu.edu with any questions or concerns.

1. Personal Information	
Name	Marineuza Souza dos Santos
Email	maridsantos4@gmail.com
School	CIEP Maria Werneck de Castro
District	Rio de Janeiro - Brazil
Grade Level/Audience	High School
Number of Students	36

2. Lesson

Title	Our Planet asks for help. What can we do? (Grammar: imperative verbs and wh-question words)
Brief Description (<150 words)	This activity aims to encourage students to reflect on climate changes and future happenings on our planet. It will use the Jigsaw Methodology and is divided into three parts: discussion in specialist groups, presentation of the specialist group for heterogeneous groups and grammar points discussion. For vocabulary, we will present words and expressions present in which group of cards. We intend to engage students in social skills when working in a group, summarize skills when presenting to others, and language skills when they are presenting, discussing, and checking grammar points.
Subject(s)	English as a Foreign Language
Length of Lesson	120 minutes

3. Vocabulary *(Please add spaces for more terms as needed)*

Term	Definition
policymakers	A person responsible for or involved in formulating policies, especially in politics. Port: dirigentes.
non-human teachers	Something that is not human. Port: Não-humano.
resilience	The capacity to recover quickly from difficulties; toughness. Port: Resiliência.
hope	A feeling of expectation and desire for a certain thing to happen. Port: esperança

climate education	Education that aims to address and develop effective responses to climate change. It helps learners understand the causes and consequences of climate change. Port: educação climática
to learn	To acquire knowledge of or skill in by study, instruction, or experience: to learn a new language. Port: aprender
to ensure	Be careful or certain to do something; make certain of something. Port: assegurar
To thrive	Prosper; flourish. Port: prosperar
ancestors	Person, typically one more remote than a grandparent, from whom one is descended. Port: ancestrais
To make decisions	To decide; to choose something. Port: tomar decisões

4. Materials/Resources Required *(Please add spaces for more materials/resources as needed)*

White board, sheets, pen, posters, colored pencil, markers, *Turn it Around* cards

5. Background

What do the students know already about the topic? What knowledge might you need to scaffold in order for your students to understand the lesson?

Topic: Climate changes; sustainability

Grammar: They already know about wh-words and imperative verbs.

We encourage teachers to use this activity to review these grammar topics and introduce climate changes and sustainability before starting this activity. It can be done using videos, text comprehension or working together with biology and geography teachers.

6. Activity/Lesson

Short activity at the beginning of a lesson that engages students, activates prior knowledge, brings one lesson to the next, or prepares students for new subject matters.

Warm-up: Teachers get the students engaged in the topic by asking scaffolding questions about climate change, planet destruction, and sustainability. We recommend those questions start with a yes/no question, following more complex questions, using the wh-words what, who, how, when, and where.

We recommend before this class, teachers work on these themes in previous classes, using text comprehension, videos, or any other tool to introduce the theme and make students aware of it. (10 minutes)

The first step is to divide the classroom into 6 groups with 6 people each. If in your classroom there were more or less than that, you can divide it in a different way. The important thing is that the number of students in each group is the same as the number of groups. For example, if you divide the class into five groups, each group has to have five components. Those students who are out of any group can participate by taking notes, supervising, orientating, etc. The role of those students can be created by the teacher. Anyway, it doesn't matter what the role of the students is unless they participate actively in the task. Each student in the group has a number. So this organization will help to form the heterogeneous group in the third step (5 minutes).

The second step is to give each group all nine cards of one of the colors. These groups are responsible to understand the topic worked in your color, reading all cards, and summarizing the ideas. Moreover, they have to recognize the imperative verbs and the wh-words used in at least four of their cards (40 minutes)

The third step is new groups will be formed with one of the components of each group according to the number. So all number 1 will be together in the same group and so on. Now they will present these summarized ideas done at the first group and create a poster. Teachers should encourage students to be creative and write some keywords (40 minutes).

The fourth step is to present their banner and make some comments also using the following questions: What does your

group think is more important to share? How do the group components feel working with each other? What is the hardest and easiest part? Moreover, the teacher can check the verbs and wh-questions students have found during the activity 20 minutes

Organize the classroom and final considerations (5 minutes).

During the process, we encourage teachers to walk around and check how the task is going.