



***DIPLOMA IN EDUCATION PROGRAMME
SCHOOL OF EDUCATION
THE UNIVERSITY OF THE WEST INDIES, ST. AUGUSTINE***

CAPE ENTREPRENEURSHIP UNIT TWO

LESSON PLAN: #4

SCHOOL VISIT ☐ **FIELD DAY** ☐

TEACHER: Ms. A. Doodnath

SCHOOL: Naparima College

DATE:

CLASS/Form: 6

NO. IN CLASS: 12

TIME:

NO OF PERIOD(S): 1

DURATION: 40 minutes

PREPARATION FOR TEACHING

UNIT PLAN: *(included)*

TOPIC: Environmental Stewardship

CURRICULUM INTEGRATION AREAS:

- ❖ Planning for literacy improvement: Students will read key points on the PowerPoint presentation. Students will be given handouts as well as a matching activity. Students will also be required to prepare a brief report as a follow-up activity to the lesson.
- ❖ Planning for Technology Integration: The use of technology is integrated via the use of a PowerPoint presentation to display the lesson. The multimedia will also be used to display a YouTube video. Students will use Gravity (<http://usegravity.io>) to facilitate their responses from a group activity.
- ❖ Planning for VAPA integration: Students will use their public-speaking skills to present benefits of environmental stewardship. Students will also record themselves using an online website to facilitate video submissions in response to a group activity.
- ❖ Across disciplines/subjects: Business Studies, Economics, Social Studies, Integrated Science

INSTRUCTIONAL STRATEGIES:

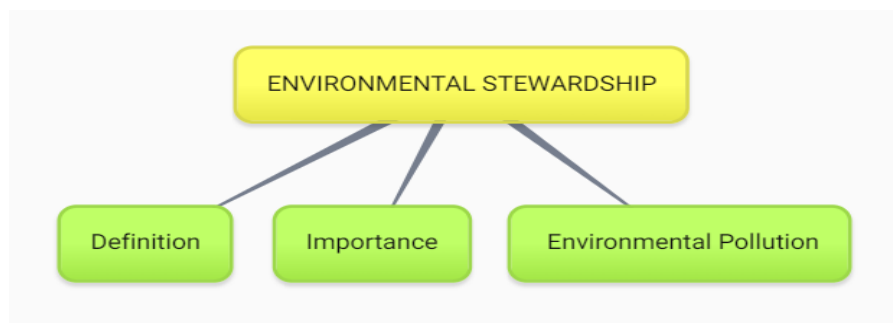
The class will be highly interactive and student-centred.

- ❖ Instructional strategies to be used are:
 - **Case Study Learning**– Based on the principles of constructivism, case study learning encourages students to construct their understanding and knowledge through experiences. Jean Piaget (1936) and Lev Vygotsky's (1978) theories emphasize active engagement and social interaction as critical components of learning (*Social Constructivist Theory*)
 - **Activity-based Learning** – Learners build their own understanding and construct knowledge actively rather than passively absorbing it (Piaget, 1976). (*Constructivist Learning Theory*).
 - **Collaborative Learning** – Vygotsky's (1896-1934) theory asserts that a child's cognitive development and learning ability can be guided and mediated by their social interactions. Vygotsky describes learning as a social process as opposed to an independent journey and emphasized the importance of collaborative activities in scaffolding learning. (*Socio-cultural theory*)
 - **Discussion** – Vygotsky (1978) stated that classroom-based discussion where the instructor manages the discourse can lead to each student feeling like their contributions are valued. This results in increased student motivation. (*Socio-cultural theory*)
 - **Effective Questioning** – This will make students think critically about the content being taught. It is both a cognitive strategy and a metacognitive strategy because the process of asking questions enhances comprehension through a focus on main ideas (content) and also checks understanding to determine whether the content is learned (Rosenshine, Meister, & Chapman, 1996). (*Social Constructivist theory*)

INCLUSIVENESS:

- ❖ Visual: Video, pictures, illustrations created by groups
- ❖ Auditory: Verbal instruction, student video recordings
- ❖ Read/Write: Read PowerPoint presentation, matching exercise (hardcopy), Bristol board illustration
- ❖ Kinesthetic: Students will move around when participating in the activity.

❖ **CONCEPT MAP/GRAPHIC ORGANIZER OF LESSON:**



LESSON PLAN

PRE-KNOWLEDGE

Formal: Students have a foundational understanding of environmental issues and concepts such as climate change and pollution. Students know the difference between renewable and non-renewable resources and the impact of conservation efforts. Students know the concept of sustainable development, business ethics and long-term strategic planning.

Informal: Students have direct interaction with the environment by spending time in natural settings such as parks and beaches, developing an appreciation for nature's beauty and resources. Students may be witness to first-hand experiences of environmental degradation, for example, pollution. Students may have personal or family habits regarding recycling and waste reduction. In areas facing water shortages or high levels of pollution, students may already have an informal understanding of local environmental challenges and the importance of conservation.

OBJECTIVES:

At the end of this lesson, pupils will be able to:

Objectives of the lesson	Classification of objectives	Domain
1. Describe "environmental stewardship"	Understanding	Cognitive (LOTS)
2. Explore one real-world example of environmental stewardship and one real-world example of environmental pollution	Analyzing	Cognitive (HOTS)
3. Demonstrate an awareness of the importance of environmental stewardship	Valuing	Affective

SET INDUCTION:

Students will be shown a YouTube video entitled “Dawn, Ultra, Wildlife better now”.

<https://www.youtube.com/watch?v=OgRjhrPUEvA>

This video will demonstrate the environmental impact of unsustainable business practices, namely, waste disposal and pollution. It will also show a company’s efforts to combat the negative effects displayed in the video. These visuals will help to create an emotional connection to the topic as well as a sense of urgency regarding environmental stewardship.

Time allotted: 5 minutes

SECTION 1

Time allotted: 10 minutes

Teaching points:

- Students will be introduced to key concepts in environmental stewardship
- Students will participate in a group activity using materials such as Bristol board and markers
- Students will outline benefits of environmental stewardship

METHOD

Teaching Strategy	Student Activity	Resources (attach all resources used)
Activity-Based Learning, Collaborative Learning, Effective Questioning, Discussion, Case Study Learning Effective questioning, Discussion 1. Teacher engages students in a discussion about the set induction	1. Students participate in the discussion and respond verbally	PowerPoint presentation

<p>Effective Questioning, Discussion</p> <p>2. Teacher will introduce key concepts of environmental stewardship using pictures and videos</p>	<p>2. Students will engage in discussion and identify key concepts</p>	<p>PowerPoint presentation</p>
<p>Activity-based Learning</p> <p>3. Teacher will divide the class into four groups using coloured tags that were distributed while students entered the classroom</p>	<p>3. Students will be divided into groups and station themselves around the classroom as instructed</p>	<p>Coloured tags</p>
<p>Activity-based Learning, Collaborative Learning, Case Study Learning</p> <p>4. Teacher will provide step-by-step instructions for a group activity related to a company recognized for its environmental stewardship</p>	<p>4. Students will review a case study and answer the required questions regarding a real-world company</p>	<p>Handouts Bristol board Markers</p>
<p>Activity-based Learning, Collaborative Learning, Case Study Learning, Effective questioning, Discussion</p> <p>5. Teacher will walk around classroom and provide guidance to each group</p>	<p>5. Students will discuss and complete the activity within a reasonable timeframe</p>	

Collaborative Learning, Effective questioning, Discussion 6. Teacher will facilitate in-class presentations and provide feedback	6. Students will present their responses to the class and answer any questions from peers	
--	---	--

SECTIONAL REVIEW AND FEEDBACK: Teacher will use effective questioning throughout the lesson. Feedback will be given to each group after presentations.

Time allotted: 2 minutes

SECTION 2

Time allotted: 10 minutes

Teaching points:

- Students will participate in a group activity regarding environmental pollution
- Students will record video submissions of their responses
- Students will use an online tool to submit their videos

METHOD

Teaching Strategy	Student Activity	Resources (attach all resources used)
Activity-Based Learning, Collaborative Learning, Effective Questioning, Discussion, Case Study Learning Activity-Based Learning, Collaborative Learning, Case Study Learning 1. Teacher will provide step-by-step instructions for a group activity related to a real-world	1. Students will read the case study and brainstorm strategies to improve the environmental	Handouts

<p>example of environmental pollution</p> <p>Activity-Based Learning, Collaborative Learning,</p> <p>2. Teacher will explain the process to submit video responses using an online tool</p> <p>Effective Questioning, Discussion,</p> <p>3. Teacher will engage students in discussion of the importance of environmental stewardship</p>	<p>stewardship of a company</p> <p>2. Students will record their responses and submit their videos via an online tool</p> <p>3. Students will share their views on the impact of unsustainable practices on businesses and society</p>	<p>http://usegravity.io</p>
---	--	--

SECTIONAL REVIEW AND FEEDBACK: Teacher will use effective questioning throughout the lesson. Feedback will be given to each group after presentations.

Time allotted: 3 minutes

CLOSURE: Closure circle – Students will stand in a circle around the classroom and each share a key takeaway or new idea they learned from the lesson.

Time allotted: 5 minutes

FINAL EVALUATION:

End of lesson activity: Students will be given a matching activity outlining key terms and concepts of the lesson. First student to finish and answer all correctly will win a prize.

Time allotted: 4 minutes

TABLE OF SPECIFICATIONS:

TOPIC	Instructional Objectives	Classification / Level of Domain	Assessment Type	Formative	Summative
Environmental Stewardship	Describe “environmental stewardship”	Understanding / Cognitive	Constructed Response Group presentation – Bristol board	Verbal questioning	5
	Explore one real-world example of environmental stewardship and one real-world example of environmental pollution	Analyzing / Cognitive	Constructed Response Group presentation – video response	Verbal questioning	7
	Demonstrate an awareness of the importance of environmental stewardship	Valuing / Affective	Constructed Response Discussion	Verbal questioning	6

FOLLOW-UP ACTIVITIES/LESSON:

Students will be given a research assignment based on a local company’s environmental stewardship practices and will submit a brief written report of their findings at the next class.

Time allotted: 1 minute

CONTINGENCY PLAN:

In the event of device and connectivity issues, handouts with lesson notes are organised along with the use of a white board.

If the projector does not work, the Powerpoint presentation will be posted to the google classroom and students can follow along on their devices.

TEACHER’S REFLECTION ON THE LESSON:**TUTOR’S COMMENTS**