

Lesson 1. GRADE 1 – 3 (Justyna Matuła)

Topic: How to Segregate Waste in a Proper Way?

General objective:

- to develop ecological awareness among students.

Specific objectives:

- a student correctly matches waste with correct containers.
- a student knows what recycling is.
- a student understands the importance of taking care of the environment.

Methods of work:

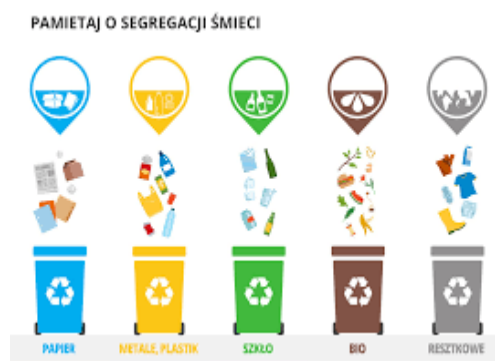
- directed conversation.
- practical and technical activities.

Forms of work:

- individual work.
- group work

Teaching materials:

- an educational film
- coloured paper
- crayons
- glue
- some waste (a banana skin, a plastic bag, a newspaper, a glass bottle)



The proceedings of the class:

1. Watching a cartoon about waste segregation „Felka rady jak segregować odpady”.
2. A conversation about the necessity of waste segregation- how to do it correctly, where to put different kinds of waste and what happens to it next.
3. Explanation of the term ‘recycling’.
4. Colouring the printed examples of waste and sticking them to the correct sheets of coloured paper
(blue- paper, green – glass, brown – bio, yellow – metal and plastic).

5. Putting waste in the right containers

Summary of the lesson.

Lesson 2. GRADE 4 – 8 (Adrianna Kujda)

Topic: The waste around us.

General objective:

To develop ecological awareness among the students, to reuse segregated waste and to prevent waste.

Specific objectives:

- a student knows what waste is
- a student knows how to limit the amount of waste
- a student knows how to reuse segregated household waste
- students cooperate with each other

Teaching methods:

- talk
- conversation with display
- discussion
- brainstorm
- practical task

Forms of work:

- individual work
- group – work

Teaching materials:

- paper
- coloured sheets of paper
- pens
- glue
- markers



Proceedings of the class

1. Greeting.
2. The teacher asks the students – what do they associate waste with? (everyday routines, places) How often do they throw away rubbish, how many bags weekly/monthly?
3. The students think if waste exists in the environment and what waste is.
Remember: waste is anything we do not want anymore (e.g. toys).
4. The teacher asks the students what 'creating something out of nothing' means. The students write down their ideas. The teacher asks the students if waste can be useful.
5. The teacher divides the students into groups
6. The teacher asks the students how to prevent waste. The students in groups think how to limit waste then they write or draw their ideas on sheets of paper.
7. The teacher sums up the students' work. The teacher points out that while doing the shopping, we should choose reusable containers, bags, glass bottles etc.
8. The students in groups think and write down how to reuse materials. The students present their ideas to the class.
9. The students stick the pieces of paper with their ideas to a large sheet of paper and create The Rules of a Young Ecologist.
10. Summary of the lesson.
11. The students sign the rules.

Lesson 3. GRADE 1 – 3. (Monika Konefal)

Topic: We Can Be Heroes Too – Let's Save Mother Earth.

General objective:

To develop ecological awareness among students.

To reuse segregated waste.



Specific objectives:

The students know:

- that segregating waste is important
- the term recycling
- what the colours on waste bins mean
- how long glass bottles, plastic bottles or chewing gum degrade

- the consequences of throwing waste to oceans and seas, leaving it in forests meadows and fields

The students understand:

- the need of waste segregation
- the importance of taking care of the environment
- that the world is our home and we need to care about it

The students can:

- work in groups
- list kinds of waste and divide it into groups
- put the idea of recycling into practice – make Christmas decorations using waste materials such as toilet rolls

Method of work:

- visual
- practical tasks
- brainstorm
- short lecture
- talk



Forms of work:

- individual
- group

Teaching materials:

- sheets of coloured paper, glue, scissors, photos of waste, short videos, toilet rolls

Proceeding of the class:

- greeting
- the teacher comes to a desk, picks up a piece of paper and asks the students what we should do with it. A conversation about waste materials. The students exchange their associations with this word and create a mindmap
- the teacher checks if the students remember information about the colours of waste containers.
- the students watch a short youtube video about waste segregation : <https://www.youtube.com/watch?v=xU5dox9wVIQ>
- the teacher hands out the pictures of waste materials, the students cut them out
- the teacher and students cut out rubbish bins and stick them to big sheets of cartridge paper. The students make the model planet Earth too.
- the students try to match rubbish to the right bin
- the teacher asks the students what recycling is – they formulate a definition
- the teacher asks why recycling is the chance for us. (the teacher writes the students' ideas on the board)
- the students watch a youtube video: <https://www.youtube.com/watch?v=2pX6qTu8bh8>
- the students think what they can use glass bottles, newspapers and plastic containers for

Summary of the lesson:

- the students put the words in the right order to make a slogan 'I segregate waste because I love and respect Mother Earth'
- the teacher sums up the lesson
- homework: the students are to prepare 5-6 toilet rolls, paint them silver, white or gold and bring the rolls, glue, beads and ribbons to the next class.

Lesson 4. GRADE 1 – 3 . (Dorota Łuczak)

Topic: Eco Cinderella

Main Objective:

To form sense of responsibility for the state of the environment, understanding necessity of waste segregation

Specific Objectives:

The students:

- know terms: waste, segregation, recycling
- can tell what waste is
- understand the importance of waste segregation
- recognise different waste containers
- can work in a group
- develop creative thinking and imagination



Forms of Work:

group work, individual work, class work

Methods of Work:

- verbal
- visual
- kinesthetic and musical
- practical action

Teaching Materials:

a small stage, waste: (cardboard boxes, cans, yoghurt cups, plastic bottles, newspapers), rubbish bins, stage props

The proceedings of the Class:

1. A Heap of Rubbish – the teacher draws the curtain open and shows the students the heap of rubbish. The students answer the questions:

What's this? (rubbish), What's rubbish? (anything unwanted or unusable), How much rubbish do people produce? (huge amounts), Why do people produce so much rubbish?,

What does Rubbish do to our planet?, How can we reduce production of unnecessary things (we should only buy necessary things, and reuse old things, What can we do with rubbish?, What actions can we carry out to clean the Earth and involve other people?

2. The teacher puts rubber gloves on and puts the rubbish (from the heap of rubbish) in appropriate cardboard boxes. The teacher tells the students that rubbish segregation helps to reduce pollution. Then the students look at the picture and talk about it. They name kinds of waste. The students think why the children came to the forest, what they are doing, why they are cleaning the forest with the gloves on, what could happen if they didn't use them

3. Solving the ecological task.

The teacher asks a question: What should we do when we find the waste we cannot touch and we want it to be cleaned? The student names the rubbish we mustn't touch (eg dressings, hygiene products glass bottles, syringes, medical waste, paint, varnish, dye) and try to solve the problem (we should call the appropriate services eg city guard

4. Ecological fairy tale – Eco Cinderella

The teacher reads out the story and starts a conversation about it. The students make a story plan and evaluate behaviour of the characters (Wolf, Cinderella, Woodman)

The teacher suggests organising an eco puppet theatre. The show for the guests on the next day.

Lesson 5. GRADE 1 – 3. (Anna Kalwik)

Lesson Plan - The Second Life of Waste.

General objective:

To develop ecological awareness among students.

To reuse segregated waste.

Specific objectives:

The students know:

- that segregating waste is important
- the term recycling
- what the colours on waste bins mean
- the consequences of throwing waste to oceans and seas, leaving it in forests meadows and fields

The students understand:

- the need of waste segregation
- the importance of taking care of the environment

Methods of Work:

- talk
- physical activity
- conversation
- practical

Forms of Work:

- group work
- team work



Teaching materials:

- films: How is Rubbish Segregated?, From Waste to New Products
- power point presentation The Second Life of Waste.
- pictures of waste containers
- sheets of paper with names of different kind of waste written on them

The Proceedings of the Class:

1. The teacher asks what waste is. The students give associations with the word waste.

The teacher sums up their answers

- where does rubbish come from?
- where can we find rubbish?
- what can we do with rubbish?
- what happens to rubbish?
- what is waste segregation?
- what are the colours of waste containers?
- what kind of rubbish should we put in them?

2. The teacher shows the students pictures of waste containers in 5 colours. The teacher explains what kinds of waste do we put in them.

3. The teacher asks the students to segregate the 'waste' (the names of waste are written on the sheets of paper) and checks if they put it in the right bins.

The teacher asks the students:

- what is recycling?
- What can we do with unwanted things?
- why is it important to reuse waste?

4. Watching films. Conversations about the films.

5. Watching a power point presentation.

6. Making an artwork The Second Life of Waste

Lesson 5. GRADE 1 – 3. (Anna Kałwik)

Topic: Save the World

General Objective:

To develop ecological awareness among students.

To reuse segregated waste.

Specific Objectives:

- the students know that waste is harmful to the environment

The students understand the importance of waste segregation

- the students put waste in correct bins

- the students can explain what recycling is

- the students understand the need of taking care of the environment

Methods of Work:

Methods of Work:

- talk

- physical

- conversation

- practical

Forms of Work:

- group work

- team work

Teaching Materials:

- containers in 3 colours

- 3 pictures (a jar, a plastic bottle, a newspaper) to stick to the containers

- examples of 3 kinds of waste – plastic, paper, glass

- glue, adhesive tape, string, wire, rubber band, scissors

The Proceedings of the Lesson

1. The lesson starts with a fun activity. The students try to guess the subject (waste)

The teachers gives some tips:

- you can find it everywhere
- everyone produces it
- there is more and more of it
- we must not burn it in a fireplace
- it can be paper, plastic, metal or glass
- sometimes it smells badly

2. Eco walk (a kinesthetic activity)

The teacher puts plastic bottles on the floor. The students start walking but they cannot touch the bottles. The teacher puts more rubbish on the floor, the students find it difficult to walk.

The teacher asks the students:

- why is it hard to walk? (because of the rubbish)
- does rubbish and mess is nice? (no)
- what is rubbish like? (ugly, dirty, smells badly)

The teacher asks the students:

- who produces rubbish? (all people)
- how much waste do we produce? (a lot)
- What can we do with it? (take it to a landfill)

3. The teacher says that rubbish can be reused and shows the items made from waste materials

- aa cardboard pen
- a postcard made from recycled paper
- a fleece sweatshirt made from plastic bottles
- a vase made from recycled glass

4. The teacher says that waste can be reused if it is segregated properly. The teacher shows the types of waste containers:

- blue – paper
- green – glass
- yellow – plastic and metal
- brown – bio

5. Practical tasks

The students put the rubbish in the right containers

6. Making an artwork Save the World

The teacher says that we can make new things from the segregated waste and it's good for the environment.

The teacher divides the students into 3 teams. The students make posters reminding people about waste segregation.

7. The students show posters to the class.

8. Summary of the lesson.

Lesson 6. GRADE 1 – 3 (Kinga Ślęczka)

Topic: We collect rubbish.

MATERIALS AND AIDS: theatrical screen, rubbish (plastic bags, papers, plastic bottles, cans, old toys, cloths, newspapers, old T-shirt, fruit clippings, eggshells - it can be rubbish from the bin), cardboard boxes, rubber gloves, leftovers of food, newspaper, aluminium foil, weeds, plastic bag/bag, recording of fast music (e.g. polka, large plastic bottle). a recording of fast music (e.g. polka), a large plastic bottle.

LESSON OBJECTIVES

Student:

- can write sentences about appropriate behaviour in the forest in the form of precepts
- Knows the dangers of littering in the natural environment.
- recognizes waste and knows how to deal with it

Course of action:

1. introduction to the class "The mountain of rubbish".

N. reveals a theatrical screen, behind which there is a mountain of rubbish. The pupils talk about what they see, answering the following questions:

- What is it?
- What is rubbish?
- How much rubbish do people produce?
- Why do people produce so much rubbish?
- What does rubbish do to our planet?
- How can we reduce the production of unnecessary things?
- What can be done about litter?
- What actions can be carried out to clean up the Earth and get others interested in the problem of littering on our planet?

2. looking at the illustrations.

T. puts on rubber gloves and cleans up the litter from the litter pile (located in the class-room) into the appropriate cardboard boxes. He informs them that segregating rubbish helps to reduce litter in the environment. Then they look at the illustration. They discuss its

content. They name the types of waste. They think about why the children came to the forest, what they are doing, why the children are cleaning the forest with gloves on, what could happen if they collect rubbish with their bare hands.



3. solving an environmental problem.

T. poses a problem question:

What to do when we find rubbish that we are not allowed to touch, but we want it to be cleaned up?

S. list the types of rubbish they are not allowed to touch (dressing materials, hygienic materials, glass bottles, syringes, medical and pharmaceutical or veterinary waste, paints, varnishes, dyes) and give suggestions for solving the problem (it is necessary to inform the relevant services, e.g. the municipal police, who will come with the appropriate equipment).

4. prepare the experience "How fast does rubbish decompose?".

T. goes with Ss. to the school garden, where a pit has been prepared. He puts food scraps, a piece of aluminium foil, weeds, a bag or a plastic bag into the pit and covers it with soil. He marks the place. He informs that after a month Ss. will see what is left of the buried rubbish. 5.

5. the "Dancing Bottle" movement game.

Ss. stand in a circle. T. turns on fast music, e.g. polka. When the music plays, Ss. pass a plastic bottle from hand to hand, hitting the floor with it first. When the music stops, the S. who is holding the bottle leaves the game. The person who is left alone without the bottle wins.

Lesson 7. GRADE 1 – 3 (Hanna Brągiel)

Topic: Healthy food day

General objectives:

- forming habits of eating fruit, vegetables and dairy products and limiting the consumption of sweets;
- To deepen knowledge of healthy eating;
- evaluating behaviour that is good or bad for health.

Operational objectives - the child:

- can listen attentively to a literary text;
- segregates food into healthy and unhealthy;
- takes attempts to create a menu on their own;
- knows the nutritional values of some products.

THE COURSE OF THE 'HEALTHY FOOD DAY' 1.

Listening to the poem by S. Karaszewski titled "For everyone something healthy". 1. Listening to the poem by S. Karaszewski titled "Dla każdego coś zdrowego" ("For everyone something healthy") and discussing its content, paying special attention to healthy and unhealthy products. 2 "Food pyramid" - demonstration, discussion, indicating the nutritional values of some products. 3. Didactic game: "How to live healthily - true or false". The teacher reads slogans, if children agree with them - they clap their hands and say: "yes, it's true!"; if they disagree - they stomp their feet saying: "no, that's not true!".

- you should eat lots of fruit and vegetables;
- wash fruit and vegetables before eating;
- eat with dirty hands
- eat in peace;
- vitamins are not good for your health
- wash hands before eating
- eat slowly and chew your food thoroughly
- eat sweets in small quantities; -eat in small quantities
- Vegetables and fruit do not contain any vitamins;
- don't eat a lot before going to bed
- brush your teeth once a year;

4. Making up a menu poster - divide the children into five groups. Each group creates a menu in the form of a poster using illustrations (can be used to cut out advertisements from supermarkets) for one meal: breakfast, second breakfast, lunch, afternoon snack, dinner, including healthy and necessary products. Present the work to the group.

5. Divide the products into healthy and unhealthy ones - children put them in baskets with inscriptions: "healthy food" and "unhealthy food" in baskets, which are placed in the middle of the carpet (illustrations can be used). The child chooses a product and argues why it should be in this basket.

6. Dance to music with paper trays and bags - in pairs holding trays in one hand and a friend's other hand; with trays on heads, on bended elbow making sure the tray with bag does not fall down.



Lesson 8. GRADE 1 – 3. (Dorota Bojarczuk)

Topic: Four Seasons in the School Garden.

GENERAL OBJECTIVES: To develop interest and enrich knowledge of nature concerning ways of growing selected plants on a bed in the school garden.

OPERATIONAL OBJECTIVES: The child:

- becomes familiar with the work of a gardener and the activities they do,
- can recognize and name basic gardening tools,
- can name and indicate parts of a plant: bulb, roots, stem, leaves, flower,
- understands instructions addressed to him/her and executes them in accordance with expectations,
- independently plants bulbs, sows seeds,
- knows how some plants develop and can talk about it,
- knows what a plant needs to live.

METHODS:

- Active - directing the child's activities, tasks to be done.
- Verbal - conversation, statements, explanations and instructions.
- Practical - planting bulbs, sowing seeds, using gardening tools.
- Perceptual - observation, demonstration.

FORMS:

- individual,
- collective.

ACTIVITIES:

October 2020.

- Establish garden beds in the school garden with the help of parents,
- Plant snowdrop, crocus, daffodil and tulip bulbs.

Spring 2021r.

- Watching snowdrops in bloom (March),
- watching crocuses and daffodils in bloom (April),

- watching the tulips bloom (May),
- setting up a second bed (May) and sowing among other things radishes and planting cucumbers, courgettes, tomatoes, carrots, beetroot,
- cutting the stems of flowering plants, sowing flowers and herbs,
- observation of emerging and growing plants (June).

September 2021. (to be realised)

- looking at plants, eating vegetables,
- tidying up the beds in autumn.



Lesson 9. GRADE 1 – 3 (Dorota Łuczak)

Topic: Guardians of the Earth

GENERAL OBJECTIVES: to develop interests and enrich knowledge about nature

OPERATIONAL OBJECTIVES: The student:

- participates in a conversation about Clean up the world action, understands and explains its idea
- Knows how they can take care of cleanliness of the Earth
- knows some animals which are natural cleaners
- Participates in a discussion about the illustrations and solves riddles.

DURATION: 60 minutes

WORKING METHODS AND TECHNIQUES

- practical activities, guided observation, tasks to be completed
- verbal - explanations, conversation, instructions
- brainstorming

FORMS: group, individual

4 paper diagrams with syllables, 16 cards with single letters forming the word "Clean up the world", textbook

COURSE OF THE CLASS:

1. Introduction to the subject.

The pupils sit in a circle, the teacher puts the diagrams on the carpet and the children fill them in with the correct syllables. After reading the words (order, planet, waste, cleaning) they think about the topic of the lesson. 2.

2. look at the illustrations.

Pupils look at the picture from the textbook, distinguish its elements. They describe the picture in full sentences. They propose its theme, the main idea of the picture. The teacher asks additional questions:

- What feelings and emotions do we have when we enter a littered forest
- What feelings and emotions do we have when we see people cleaning up the forest?
- What do we feel when we enter a clean forest?
- How do you think the animals living in a littered forest might feel?

3. solve puzzles related to the picture

4. reading the text in the textbook.

Pupils name animals which are natural cleaners. They identify these animals in the illustration.

5. discovering the password.

The teacher attaches the letter cards to the board in such a way that the letters are not visible. The cards are put in the right order and form the word "CLEAN UP THE WORLD".

When the word is revealed they talk about it. The teacher asks questions:

- What is the "Clean up the world" action?
- Who takes part in it?
- Does it concern only Poland?
- When was it initiated in Poland?
- In which month is "Clean up the world" organized?

The teacher sums up the pupils' answers.

6. making a discussion on human activity.

The pupils think about what they can do for the Earth to be clean. They create a catalogue of human activities (e.g. segregating rubbish, planting trees, collecting waste paper, saving water and food, switching off lights, limiting driving, burning appropriate materials in the cooker, etc.).

SUMMING UP AND SAYING GOODBYE.

Lesson 10. GRADE 1 – 3. (Małgorzata Koziolkiewicz)

Topic: Preparing a recipe to save the Earth.

Skills:

- using information from different sources
- effective teamwork

Objectives:

Student:

- knows the basic dangers of environmental pollution and knows how to resist them
- read a text with comprehension
- read a text with comprehension, compose a longer sentence on a given topic
- to understand the content of a text task and to create slogans resulting from its content

Teaching aids:

Recording of the song "Home", illustration of a sad Earth, multimedia presentation "Let's save the Earth", texts on ecological issues, worksheets with text tasks, word puzzles, text with gaps, empty packages of various food products, drawing cards, paints, gardening shovels, information boards.

Methods:

- excursion, brainstorming, experiment

Forms of work

- group work, individual work

Course of the lesson

Learning the song "Home". Analysis of the song.

"Animals love meadow and forest,

And fish love their river like no one else.

Birds have trees here to return to their nests,

And flowers in the gardens, their world.

On Earth, on Earth, each of us knows,

There's a place, there's a place where it's good".

2 The teacher hangs an illustration depicting a sad Earth and distributes the prepared materials to the students. He asks the question 'Why is the Earth crying?

Pupils watch the presentation "Let's save the Earth". Pupils present their conclusions, indicate examples of polluting the environment.

3 The teacher gives examples of "waste" and asks the questions "What can we do to help the Earth?" Pupils learn the rules of waste segregation.

4. the teacher distributes worksheets with text tasks to the students. He gives interesting facts connected with the content of the tasks. Pupils solve the tasks, make up a slogan and pin it on the board.
5. the teacher distributes to pupils prepared illustrations of the same "Sad Earth" to make it joyful and full of life.
6. the teacher organises an outing to the school garden to bury some sample 'waste'. The pupils, guided by the teacher, dig several holes in which they bury the objects. They then mark the spot with a sign. The aim is to make the pupils aware that different materials can biodegrade at different times. A date is set for the students to find out what has happened to the objects they have buried.

Lesson 11. GRADE 4 (Magdalena Koziarz)

Topic: We plant a school garden. (3-4 lesson hours)

Main objective:

To increase students' awareness of the importance of gardens for human health.

Specific goals

Student:

- plans the appearance of a flower and vegetable garden,
- knows the term "organic farming",
- knows the conditions necessary for plants to live (light, temperature, humidity),
- takes care of plants,
- takes care of plants, carries out maintenance work in the garden,
- learns the ways of sowing, planting plants,
- uses gardening tools,
- distinguishes herbaceous plants, shrubs,
- observes changes occurring during the growth of plants.

Forms of work:

Individual, group

Working methods:

- talk
- brainstorming
- practical activities

Materials needed for classes:

- computer with access to internet
- multimedia presentations (appendix 1, appendix 2)
- observation card (appendix 3)
- gardening tools: spades, rakes, hoes, watering cans
- protective gloves
- vegetable and flower seeds
- seedlings of herbs, strawberries, blueberries, or other
- garden labels, markers
- garden soil, yoghurt containers*.

Course of classes:

In the room (1-2 lesson hours):

1. greeting

2. the teacher asks the pupils questions:

What plants can be grown in the garden?

What do plants need to grow and develop?

What tools will we need?

As a supplement to pupils' statements the teacher shows presentations (attachment 1)

3. the teacher shows films about setting up and taking care of a vegetable garden

<https://www.youtube.com/watch?v=mqljeHqAciQ> in Polish

<https://www.youtube.com/watch?v=6sEKubBz9fA> in English

The teacher shows the students illustrations with examples of gardens. The photographs are to help to design their garden.

5. brainstorm: what will we plant in our garden?

6. the teacher on the basis of the multimedia presentation (attachment 2) discusses the dates of planting vegetables, ways of cultivation, techniques of sowing and planting.

7. the teacher explains the term "organic cultivation", "intercropping".

*Note

If the lesson is given in early spring, the pupils can be advised to prepare seedlings of vegetables and herbs in containers, e.g. from yoghurt, and leave them in a bright room (remembering to water them).

In the garden (2 lessons)

The teacher divides the students into groups.

Group 1 Plants herb seedlings in wooden boxes.

Group 2. sows vegetable seeds.

Group 3 Plants strawberries, blueberries.

Group 4 Sow flower seeds in the flower bed.

The pupils are given appropriate gardening tools and gloves. Together with the teacher the garden area is divided into flowerbeds, beds, (the soil has been previously dug and loosened) herb boxes are prepared. 3.

3rd Pupils sow or plant their plants, then water them.

4. the pupils sign the plates according to what they have planted or sown and stick them next to them.

5. they put their tools in order.

6. summary: questions to pupils: what work did I do? what was it for? what tools did I use?

7. the pupils receive cards of observations of the growth of their plants (attachment.3), which they complete throughout the growing season.

Lesson 12. Grade 6. (Magdalena Koziarz)

Topic: We build houses for beneficial insects.

Main goal: To make pupils aware of the role of beneficial insects.

Specific objectives

Pupil:

- knows the terms "beneficial insects", "pollinating insects"
- knows how to help pollinating insects
- knows how to help pollinating insects
- explains the role of beneficial insects for humans and nature,
- can build a house for insects

Forms of work:

Individual, group, collective

Working methods:

- exercises
- brainstorming
- practical activities

Materials and means needed for classes:

- string
- plastic bottles
- scissors
- stems of bamboo, reeds, forsythia, elderberry, or others empty inside.
- worksheet (attach.1)

Course of action:

1. the teacher explains to students the term beneficial insects, which includes pollinating insects.

The teacher distributes to pupils the worksheets (appendix 1) and asks them to perform the tasks.

3. the teacher explains the role of each insect marked by the pupils.

4. brainstorming what threatens insects? (e.g. pesticides, habitat degradation), how can we help them? (e.g. by setting up flower beds, building houses). Pupils present their ideas, the teacher completes the pupils' statements.

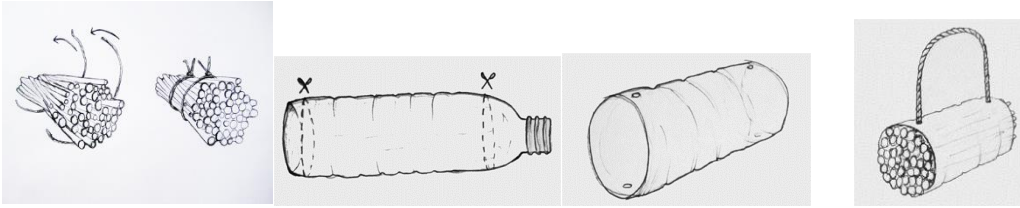
5. the teacher shows the pupils the pictures of insect houses and discusses which insects can live in them.

6. the pupils in pairs start to make the insect houses .

1. they tie a bunch of stems with string.

(2) They cut off the bottom and top of the bottle and make two holes for the string to run through.

3) Put a bunch of stems inside and pull the string through to the outside. They cut the stems so that they end up flush with the bottle.



7. the pupils hang the houses in the school garden together with the teacher.

Work sheet (attach.1)

1. circle the pictures of beneficial insects with a loop.
2. mark with an asterisk which of them are pollinating insects.

Lesson 13. GRADE 3. (Mrs. Monika Konefał)

Topic: A little cloud in the land of the sun

Time allowed 90 minutes

Lesson objectives:

- the pupil can listen attentively to the story,
- The pupil knows that bottles left in the forest can start a fire,
- The pupil knows that we can get electric power from the sun,
- The pupil is going to explain what waste segregation is,
- The pupils are going to make up rules about how to behave in the forest.

Working methods:

- cue-based (story, talk, explanation),
- Problem-based (didactic discussion, brainstorming),
- exposing (illustrations, art works),
- practical activities (making posters, art works)

Forms of work:

individual and group

Teaching aids:

- bags for waste segregation and different kinds of packaging, blocks, crayons or paints, flower pots,

Garden soil, bulbs,

- music - vocal and instrumental version of the song "Ecological reggae" muz.

M. Ziółkowska, lyrics by R. Ragan - Mac Edukacja Publishing House,

- the story "A little cloud in the land of the sun".

Course of classes:

1. greeting card "Ecological reggae".

The teacher sings together with the pupils the previously learnt ecological song:

"Ekologiczne reggae": music by M. Ziółkowska, lyrics by R. Ragan, Mac Edukacja Publishing House.

Lyrics of the song:

1. clean earth, healthy water, blue sky and nature

These are our true treasures, When it's light, I turn out the light

Ref. You like nature - respect it.

Earth is our common home. (encore)

A deer runs across the meadow, a butterfly flies to a ladybird,

A butterfly flies to a ladybug... I'll sort the rubbish at home!

Ref. You like nature - respect it.

The earth is our common home. (encore)

Let's go to the lakes together, summer is the best time!

Do you agree? But first, turn off the water!

Ref. If you like nature, respect it.

The earth is our common home. (encore)

2 "Yellow, like..." - detective game

In the middle of a sheet of paper the pupil writes the name of the colour YELLOW or draws a yellow spot.

The child's task is to find, within a certain time, in the classroom or in his/her room, as many yellow objects as possible.

time, in the classroom or in their room, to find as many yellow objects as possible. The child writes or draws these objects around around the spot. Pupils present their 'findings'.

3. The story "A Little Cloud in the Land of the Sun".

Pupils sit in a place designated by the teacher.

The teacher reminds the pupils to keep quiet during the reading of the story. After listening/reading the story, the teacher asks the students questions:

- What season is depicted in the story?
- What happened in the forest?
- How did the animals react?
- What did Tosia come up with?
- What was the cause of the fire?
- Into which bag should you throw the bottles?
- What valuable knowledge did Tosia the cloud pass to the inhabitants of the forest corner?

4. Watching educational films: "A Bottle can cause a fire in the forest" and "Fire in the forest or on the meadow 998".

The teacher plays the educational films, and then discusses with the pupils the problem of littering

The teacher plays the educational videos and then discusses with pupils the problem of littering in the forest and how to behave if a fire breaks out. The teacher plays the educational video and then discusses the problem of littering in the forest and how to behave in case of a fire. The pupils' task is to sort the rubbish.

Link to video "A bottle can cause a fire in the forest": https://youtu.be/4FFTmLct_r0

Source: Panoramix 360

Link to the film "Fire in the forest or on the meadow 998":
<https://www.youtube.com/watch?v=j-MfAjQ2Jws>

Making an artwork - "Don't litter the forest!"

The teacher plays the instrumental version of the song "Ecological reggae" in the background. Pupils

make posters encouraging others to respect the forest. 6.

Word game - "Energetic meanings".

The teacher shows the texts of sayings (attachment 2) and the pupils try to explain their meanings:

- "I am bursting with energy",
- "I lack energy",
- "You are so energetic",
- "I am sending you positive energy",
- "Do it more energetically".

7. Watching an educational video "Renewable energy sources".

The teacher talks to the children about what energy is and then plays the video "Renewable Energy Sources." The pupils exchange the knowledge gained from the video.

Older children can make a visual note.

Link to the video: <https://youtu.be/SE7FzUFKUwY>

8. Summary of activity