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| ENVIRONMENTAL QUALITY | 3.20.2019 |

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| Subject |  | Overview |
| |  | | --- | | Basic Science | | Prepared By | | [Instructor Name] | | Grade Level | | 4 | |  | This lesson plan covers teaching content for;   1. Disadvantages of degrading environment. |

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| Materials Required - Pictures |
| Additional Resources  * <https://www.epa.gov/sites/production/files/2014-06/documents/lesson1_complete_plan.pdf> * <http://justhealthaction.org/wp-content/uploads/2010/05/JHA-Lesson-Plan-1-What-makes-your-community-healthy-final.pdf> * <https://www.scholastic.com/teachers/lesson-plans/teaching-content/keeping-our-community-clean/> * <https://www.theadvocatesforhumanrights.org/uploads/clean_environment_lesson_3-5_2.pdf> |
| Additional Notes |

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| **Objectives** Students should be able to;   1. Explain what environmental quality is. 2. Differentiate between a dirty environment and a clean environment. 3. List and identify things that degrades the environment. 4. Identify and explain the disadvantages of degrading the environment. |  | **Activity Starter/Instruction**  1. Display picture of a healthy / clean environment and an unhealthy / dirty environment. 2. Tell the students to spot out the difference in the two pictures and to give the reasons why. 3. Write all students response on the board. 4. Explain to them that the picture showing a healthy environment means an environment that is clean and is not harmful to human. It cannot cause sickness or diseases  **Guided Practice** **Day 2/ Lesson 2: 15 Mins**   1. Tell student to look around the classroom and locate the things making the environment dirty. 2. List students answer on the board. 3. Ask them the effect if it’s left there for days, months or years. 4. Tell students to list and identify ways they can clean the classroom to make it healthy and clean. 5. List their answers on the board. 6. Have student clean the classroom based on their answers. 7. After cleaning, make and assist students to compare the list made when the classroom was dirty and when it was cleaned. |  | **Teacher Guide** **Day 1/ Lesson 1: 15 Mins**   1. Ask students to list things we see, do or use that affect our environment positively and negatively. (burning – releasing smoke into the atmosphere (polluting the air), No refuse dumped on the road or in the gutter/drainage – No stagnant water causing malaria) 2. Write all students responses on the board. 3. Emphasize on things degrading environmental quality and its effect to our health. 4. Explain to them that these things makes the environment unclean and harmful to our health.  **Guided Practice** **Day 3/ Lesson 3: 15 Mins**   1. Ask students what makes an individual, the school and their neighborhood healthy? 2. Draw and fill this table on the board with their answers  |  |  |  | | --- | --- | --- | |  | Healthy | Indicators  (What makes them healthy?) | | Individual |  |  | | School |  |  | | Neighborhood |  |  |  1. Ask students what makes an individual, the school and their neighborhood unhealthy? 2. Draw and fill up the table below with their answers on the board  |  |  |  | | --- | --- | --- | |  | Unhealthy | Indicators  (What makes it unhealthy?) | | Individual |  |  | | School |  |  | | Neighborhood |  |  | |
|  |  | Assessment Activity Assess if pupils can:   1. Explain what environmental quality means 2. Differentiate between a dirty and clean environment. |  | Assessment Activity Assess if pupils can:   1. Identify things that degrades the environment. 2. Mention the disadvantages of degrading the environment. |
|  |  | Summary |  |  |
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