

## UNIT 3

## ENGLISH: PLAYING FOR SUSTAINABLE LIFE

**LESSON DESCRIPTION**

This lesson will allow the students to learn about certain actions that could help them maintain a sustainable life. They'll learn to apply visual comprehension skills by observing a video and playing a game.

**APPLICATION OF THE LESSON PLAN**

The lesson plan corresponds to Unit K3 of English. The plan should be used after the discussion of the following topics: games and directions.

**STANDARDS AND INDICATORS**

- Listening: Have the students listen and interact with their classmates and the teacher during oral lectures, social interactions, group activities and informal presentations. (K.L.1)



Source: [https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTKCpyAD4dW3OX07\\_xqGXD0NUzSwbrRI3DIsmDTiQRU1kg6t3BG2w](https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTKCpyAD4dW3OX07_xqGXD0NUzSwbrRI3DIsmDTiQRU1kg6t3BG2w)

**LEARNING OBJECTIVES**

- Interpret the video
- Remember actions that could promote sustainable life.

**TEMPORALITY**

<b>Beginning</b> 10 minutes	<b>Development</b> 45 minutes	<b>Closure</b> 5 minutes
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**MATERIALS**

- Digital Archive
- Digital Projector
- Computer
- Game: Board, cards, dice
- Work Sheet(one per student)

**VOCABULARIO**

- Sustainability- Everything needed for our survival and wellbeing depends, directly or indirectly, from our natural environment. To achieve sustainability we must create and maintain the conditions in which human beings and nature could exist in productive harmony to support present and future generations.

**CLASS GUIDE****BEGINNING**

- The teacher will play a video related to the topic of sustainability. The following link corresponds to the video *Sustainability Film for Kids*:  
[https://www.youtube.com/watch?v=\\_IT9iHuK9Do](https://www.youtube.com/watch?v=_IT9iHuK9Do)
- The teacher will have a discussion of what the students have observed in the video. He/she will explain the concept of sustainability (Annex 1 should be consulted for more information).  
Guide questions:
  1. What did Planet Earth do in the video?
  2. Mention positive and negative actions observed in the video.
  3. What happens if the family members did not do positive actions?
  4. Who benefitted from the actions that promoted sustainability?

**DEVELOPMENT****Instructional activities****Game: Sustainable Life: 30 minutes**

- The student group will play with the “Sustainable Life” board.
- A maximum of 5 students should be allowed to play the game simultaneously, allowing all students to play at least once if enough time is available. Another option is to assign related work to the students not playing during the game sessions.
- Game instructions:
  1. The first player will throw the dice and walk over the board the number of steps indicated by the result of the dice throw. This procedure should be repeated with all players.
  2. On the board there are square cells labelled with actions that promote sustainability or those that affect the environment. In the case of those that promote sustainability, the player will move on the board the number of steps indicated by the cell he fell on to, likewise with those cells that have actions that harm the environment. The teacher will be able to do a discussion with the students to explain the reason why certain actions forced the students to advance or retreat on the board.
  3. The board will contain cells with questions marks. On those cases, the player will pick a card. Cards will have riddles, phrases to complete, “bombas” questions to be answered. Said activities could earn the player extra steps if successfully completed.

**Application work: 15 minutes**

- The teacher will give each student a worksheet and explain the instructions (see Attachment 2).
- The worksheet will be discussed as a group after being completed by the students.

**CLOSURE****Time: 5 minutes**

- The teacher and the students will summarize what was learned by the lesson. El(la) maestro(a) y los(as) estudiantes ofrecerán un resumen de lo aprendido en la lección.
- This period will also be used to clarify and explain doubts brought by the students.

**ANNEX****Attachment 1. Recurso educativo para el(la) maestro(a)****Information sources to consult:**

- Actions that promote sustainable life:

<https://www.epa.gov/learn-issues/learn-about-greener-living>

- Sustainability values:

<http://unescopaz.uprrp.edu/act/Lecciones/2014Vilela/ConfMagCatPaz13-14Vilela.pdf>

- Sustainability video:

<https://www.youtube.com/watch?v=INLyfernZQ4>

Attachment 2. Worksheet

Sustainability Game

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read and circle the correct answer.

1. Which actions correspond to the direction of this arrow?



\_\_\_\_\_

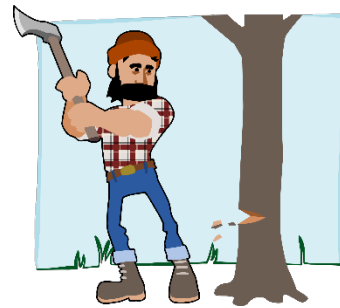
2. Circle the drawing that shows a sustainable action.



Source: [GDJ](#), CCo 1.0



Source: [jonata](#), CCo 1.0



Source: [tzunghaor](#), CCo 1.0

3. Draw a sustainable action that you can do in your home?

## REFERENCES

- EPA. (2016). *Learn about greener living*. Retrieved from <https://www.epa.gov/learn-issues/learn-about-greener-living>
- EPA. (2016). *Learn about sustainability*. Retrieved from <https://www.epa.gov/sustainability/learn-about-sustainability#what>
- Henkel. (2014). Sustainability film for kids [Video file]. Retrieved from [https://www.youtube.com/watch?v=\\_IT9iHuK9Do](https://www.youtube.com/watch?v=_IT9iHuK9Do)
- Sang, C. (2009). Mr. Box: A short film on sustainability [Video file]. Retrieved from <https://www.youtube.com/watch?v=INLyfernZQ4>
- Yudkin Suliveres, A (Ed.). (2016). *Conferencia magistral 2013-2014: Valores de la sostenibilidad, educación y Carta de la Tierra*. Cátedra UNESCO Educación para la Paz Universidad de Puerto Rico: Río Piedras. Recuperado de <http://unescopaz.uprrp.edu/act/Lecciones/2014Vilela/ConfMagCatPaz13-14Vilela.pdf>