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### Introduction:

This lesson plan aims to take students to a park or forest and introduce them to the concepts of biodiversity and social environment. Moreover, emphasis is placed on our ways of living, respect for nature and sustainable development.

### Objectives or Learning Outcomes

Students will be able to:

- Name 3 local and distinctive plants.
- Relate the learnings to the concept of seasons and the variety of activities of living world accordingly.
- Acknowledge and appreciate the importance of acting responsibly towards forests.

### Time required:

- Session 1 (60 min): Introduction to the theme + main activity in nature.
- Session 2 (60 min): Reflection.

### Resources required:

- Camera, projector, project canvas, computer, and digital tool.
- Board paper, textbook, glue and photos.



# Activity

## Classroom session

1

- The teacher introduces the activity. Students will go to the park and observe trees and plants.
- The teacher explains that trees are to be divided in: deciduous and evergreen trees. Students will keep track of which of those types is prevalent in that park.
- Other activities: students are to observe the position of acorn at evergreen trees and notice the similarities and differences between them. They'll observe the roots and comment on similarities and differences.  
One group of students collect deciduous leaves, while second group collect evergreen branches (twigs).
- Students have to name and describe the trees they are familiar with. They can focus on: height, shape, appearance and height of the trunks, appearance of the crust, size, shape of treetop.
- The teacher asks students to also observe plants and try to find fallen or sick trees. Some students are asked to take photos of the trees. Students will later stick the leaves and branches to board paper which will be placed on the classroom wall.
- Finally, the teacher facilitates a whole class reflection about changes in the living world, seasons, the nature cycles and the importance of biodiversity.

## Classroom session

2

The teacher asks students to observe the photos they took on the previous lesson. In small groups, they have to comment the main characteristics of the plants they took photos of. Then, the group has to answer the following questions:

1. Name the main characteristics of the trees you observed (appearance, height, crust, shape, leaves).
2. Which are the differences and similarities of evergreen and deciduous trees?
3. Name three to five trees you've seen in the park.
4. What is the connection between deciduous trees growth and seasons?
5. Do you like learning outdoors? Why (not)?
6. How can we protect our biodiversity?
7. Is there a connection between nature and sustainable development?

The lesson is rounded up through a whole class reflection regarding the answers.

## Suggestions of variation or further reading of the lesson plan

If the lesson can be carried out in a forest, upon arrival to the particular forest students will be told to meet the world of forests, plant and animal species that live in it. It is an opportunity for them to be able to collect plants and tree branches to fill the collections and herbarium, as well as to find high-quality soil from where we will take humus for our plants in school-owned planters. Students will be divided in small groups.

### TASKS FOR GROUPS:

#### Group A:

1. Students try to find out what kind of plants grow in the woods and how can we describe the forest (appearance, tree height, size and shape of the crown, leaf shape).
2. Note whether it is a deciduous, evergreen or mixed forest.
3. Collect a few leaves, fruits, bark and twigs.
4. Collect the fruits of the evergreen trees and describe them.
5. Collect a few plants that can be used for simple home remedies.

#### Group B:

1. Observe the bushes; compare them with the trees (the height of the bush, the tree from which the branches of the bush grow).
2. Collect a few blackberry leaves.
3. Find moss and fern and describe them.

#### Group C:

1. Dig with the small shovel and watch the animals that live there. Name and number them.
2. What do herbivores eat? Try to identify which ones you are familiar with.
3. What carnivores live in the forest?
4. Determine, by looking at the tree crown, if there are bird nests on the trees. What type of birds live in that forest?

#### Group D:

1. Breathe deeply . How are you feeling?
2. Try to find whether there are sick and damaged trees in the forest. How can we protect them ?
3. Think about what will happen to other living beings if we keep destroying forests? How can we protect the forest from the harmful effects of humans (logging, fires, destruction of animals, etc)?

## References

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This lesson plan was selected from the [2019 Eco-Schools competition](#) in which teachers were invited to develop and submit lesson plans that promote action oriented pedagogy about specific Sustainable Development Goals (SDGs).