**1st lesson plan (general education)**

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| **SUBJECT:** | The components of nature – earth (soil), air, water. |
| **LEARNING AREA:** | School garden, glass house (you may choose some other place) |
| **GAINS** | * Recognizes and explains the biological diversity in nature. * Realizes the importance of diversity in nature and displays a protective attitude. * Children get to know which animals live on the earth, in the air and in the water. * Child accepts and respects that all beings in nature have the right to live. * Recognizes environmental problems. * Understands the causes of environmental problems. * Understands the effects of environmental problems. |
| **MATERIALS:** | Educational cards with pictures of seasons, animals (that fly, swim, walk on the ground). Video about recycling.  For the exploration: soil, clay, water, plants, seeds. |
| **DURATION:** | 40 minutes |
| **PROCESSING:**   1. **Introduction to the lesson (Motivation - Attracting attention - activating preliminary knowledge)**   **Dear children, do you know what would happen, if suddenly the rain would stop raining and the sun would stop shinning?**  **If you want, let’s think for a while and try to understand, what a plant needs for it to grow?**  **If you are ready, let’s start!**  The teacher gives a motivational speech to the class in general.   1. **Explore**   \* Children go to the areas outside where they find sand (wet, dry, sticky). Children explore the materials while touching them.  \* Discussion about seasons (winter, spring, summer, autumn).  Teacher and children sit down in a circle and observe a calendar of seasons. They have the possibility to see, how the components of nature (earth, air, water) are changing in different seasons.  Children are being asked to touch the sand and name the differences (wet, dry, sticky).  With the help of the teacher, children plant seeds into soil (plants can go outside, if the weather conditions allow, or they can be planted into pots for inside growing). Plant whatever you see fit for your region.  Put onions into pots with water and observe how the roots of the onion and are growing and how green onions appear.  In the glass house: knead clay – make sun and water drops; water the sand and make stamps; water the plants.   1. **Explanation**   Children are being asked, how the soil feels when it is raining, when the wind is blowing, when it is cold outside and when it is hot outside.  Why do we have to protect nature and recycle? (educational video)  What do plants need to grow?  Question and answer session.  How is Lithuanian nature special – in cooperation with earth, sun, air, water? (We recommend you change this part accordingly to your country’s specialties)   1. Oak – the king of Lithuanian flora. 2. Fir – the symbol of life, sanctity. 3. Linen – the pride of Lithuanian woman. 4. Rue – a traditional flower from Lithuanian girl’s garden. 5. **Elaborate**   What season do they like the most?  What grows on/in the ground?  Who lives in the water?  Who flies in the air?  Children are being asked to answer these questions. Later children are being asked to choose a leaf, little branch, blossom and make imprints of them in the clay.   1. **Evaluation**   \* Teacher takes photos of children with their creations. Children take a walk around the territory of the garden and compare their imprints with the plants that are growing in the garden.  Children are being asked, which activity they liked the most.  Evaluation:  1. Children know the differences between seasons.  2. Children understand how the seasons are changing.  3. Children notice the differences that appear in the nature when the seasons are changing.  4. Children know that plants need sun and water in order for them to grow. | |
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