Surroundings

Lesson plan and teacher's notes · Grade 1 Science · 1 period of 40 minutes

School	(write school name)	**Teacher**	(write name)
Date	(date)	**Class**	Grade 1
Subject	Science	**Enrolment**	Boys ___ Girls ___ Total ___
Time	40 minutes	**Topic**	Surroundings

Learners look at clean and dirty places at school, say what happens when people do not care for their surroundings, and practise caring through a clean-up challenge and planting and looking after a small plant. It is a practical lesson that builds habits, and the caring continues after the lesson.

Specific outcomes

By the end of the lesson, learners should be able to:

1. Say which places at school are clean and which are dirty, and give a reason
2. Say what can happen when people do not care for their surroundings
3. Name three ways of caring for the surroundings
4. Use a broom, rake or bin correctly in a team clean-up
5. Plant a seedling and say how to look after it

Prior knowledge

- Learners know the words clean and dirty
- Learners know the names of places at school such as classroom, yard and toilets
- Learners have seen plants growing

Teaching and learning materials

- Chalk and board
- Brooms, mops, rakes, hoes and bins for the classroom and outside
- Small plants or seedlings and water
- Gloves if the school has them
- Picture charts of clean and dirty places, if available

References

Ministry of Education (CDC) Grade 1 Science syllabus and module; 25Schools learners' note: Surroundings.

Lesson development

Stage and time	Teacher activities	Learner activities
Introduction 5 min	Say that our school is our home for learning. Ask: Is our school clean today. How do you know. Tell learners that keeping the surroundings clean and safe helps us stay healthy and happy.	Say whether the school is clean and give a reason.
Walk around the school 10 min	Take the class on a short walk around the school. Ask which places are clean and which are dirty and why. Back in class discuss what happens when people do not take care of their surroundings and ask: What can be done to make a dirty place clean.	Point to clean and dirty places, give reasons and suggest what to do.
Clean-up challenge 15 min	Form cleaning teams. Give each team a small area and the right tools: a broom for the yard, a rake for leaves, a bin for litter. Show how to pick up litter safely and keep dust down. Reward the teams for good work. Ask: How do you feel seeing a clean school.	Clean their area as a team and say how they feel about the clean school.
Plant and care 7 min	Give each team a seedling. Show how to plant it, water it, pull out weeds and loosen the soil around it. Explain that the team must care for it on a regular basis. Ask why it is important to have plants and care for them.	Plant the seedling and tell the class how they will look after it.
Conclusion 3 min	Ask each team to say one way it will keep the school clean. Give a short song about keeping the school clean that you make up yourself with the class. Give the homework.	Say one way to keep the school clean and listen to the homework.

Teacher's content notes

Read these before the lesson. They are what you need to know, not what to copy onto the board.

Why caring matters

The environment is our home, school and community. Keeping it clean and safe helps us stay healthy and happy. The aim of the lesson is that learners practise caring for the local environment.

Ways of caring

The Ministry lists picking up litter, suppressing dust, sweeping, and planting trees and grass. Learners use brooms, mops, rakes, hoes and bins. Use bins for the classroom and for outdoors.

Caring is regular

Assign teams to portions of the school and let them clean on a regular basis. Caring for plants also means watering, weeding and loosening the soil often.

Hands-on and linked to home

The Ministry tip is to make learning hands-on and fun and to relate it to daily life, for example by asking how learners help keep their home clean.

Questions to ask during the lesson

Question	Expected answer
On Monday morning a girl arrives at school and sees dry leaves and dust all over the classroom veranda. She wants to help. (a) Is the veranda clean or dirty. (b) What tool can she use to clean it. (c) How will she feel when it is clean.	(a) Dirty. (b) A broom. (c) Happy, because a clean place is good to learn in.
A boy throws a plastic bag on the ground near the school gate. His friend sees him. (a) Is the boy doing the right thing. (b) What should he do with the bag. (c) What can happen if everybody throws rubbish on the ground.	(a) No. (b) Pick it up and put it in a bin. (c) The place becomes dirty and not good to learn or play in.
Your class gets small trees to plant near the school fence. Each team has to look after its own tree. (a) Name one thing you must do every few days. (b) Name another thing you do to care for the tree. (c) Why must the team not forget it.	(a) Water it. (b) Pull out the weeds or loosen the soil. (c) A plant needs care often to grow well.

Worked examples for the board

A team clean-up

Step 1: The teacher gives Team A the area near the gate. Step 2: Learners pick up the litter and put it in a bin. Step 3: They sweep the ground with a broom. Step 4: They check that the place looks clean. Step 5: They tell the class how they feel.

Planting a seedling

Step 1: Dig a small hole in the ground. Step 2: Put the seedling in the hole and press the soil around it. Step 3: Water it. Step 4: Pull out the weeds around it. Step 5: Repeat every few days.

Board plan

Write the title. Draw two columns, CLEAN and DIRTY, and write learners' examples from the walk. Under them list ways of caring: pick up litter, sweep, stop dust, plant trees and grass. Add a small drawing of a plant with the words water, weed, loosen the soil.

What we do	What we use
Pick up litter	Bin
Sweep the yard	Broom
Clean the floor	Mop
Clear the ground	Rake or hoe
Plant trees and grass	Seedlings and water

The finished board: ways of caring and what we use

Mistakes to expect

Learners often think	Put it right
Cleaning is the job of the teacher or the cleaner only.	Everyone cares for the surroundings. Give every team a part of the school to look after on a regular basis.
You plant a seedling once and then it grows alone.	Show a plant that was not watered or weeded. Explain that a plant needs care often, by watering, weeding and loosening the soil.
Rubbish can be thrown anywhere.	Show a dirty corner and ask what could happen there. Teach that litter goes into a bin.

Differentiation

Learners who struggle

Give clear small jobs such as holding the bin or picking up paper. Show each job first and let the learner copy you. Pair a shy learner with a confident one.

Learners who finish early

Ask learners to plan how their team will keep its part of the school clean every day for a week and to say who does what.

Hearing or visual impairment

For learners with a visual impairment, give a task by touch such as sweeping a marked area or watering a plant with a helper, and describe the clean and dirty places aloud. For learners with a hearing impairment, face them, show each job and use pictures or signs for clean and dirty.

No projector, no printing

Use branches tied together as brooms, old buckets and boxes as bins, and sticks to loosen soil. Ask parents to bring seedlings from home. A hole dug for rubbish can be used if the school has no bins.

If time is short

Keep the walk and the clean-up challenge. Move planting to the next day and give the home cleaning as homework.

Evaluation

Question or task	A correct answer shows
After a football match at school, learners leave empty bottles and paper all over the field. Mrs Banda asks the class to clean it. (a) Is the field clean or dirty now. (b) Name two things the learners can use to clean it. (c) Where should the rubbish go.	(a) Dirty. (b) Any two of broom, rake, bin. (c) In a bin. Learners link the problem to the correct action.
A boy plants a seedling at school on Monday. He does not water it or pull the weeds around it for a whole week. (a) What do you think happens to the plant. (b) What should he have done. (c) How often should he care for it.	(a) It does not grow well or it dies. (b) Water it and weed around it. (c) Often, on a regular basis.

Homework

At home you see rubbish in the yard and the floor is dusty. (a) Pick up the litter and put it in a bin or a rubbish hole. (b) Sweep the floor with a broom. (c) Tell the class how you felt when the place was clean.

Extra practice with answers

Question	Answer
1. A mother sweeps the yard every morning and puts all the rubbish in a pit. Her son watches her. (a) What is she using to sweep. (b) Where does the rubbish go. (c) Name one way he can help her.	(a) A broom. (b) In a pit or bin. (c) Pick up litter or sweep.
2. Class 1 has a clean-up challenge. Team Red cleans the yard and Team Blue cleans the classroom. The teacher gives a reward to the team that works well. (a) Which team will use a mop. (b) Which team will use a rake. (c) Why does the teacher give a reward.	(a) Team Blue. (b) Team Red. (c) To encourage learners to be responsible.
3. A school has a bare yard with a lot of dust when the wind blows. Learners want to make the yard better. (a) What can they plant. (b) How does this help with the dust. (c) Who will care for the plants.	(a) Grass or trees. (b) Plants help to keep dust down. (c) The teams, on a regular basis.
4. Two boys walk past a dirty corner full of paper. One says it is not his job to clean it. (a) Is the corner clean. (b) What can the other boy say to him. (c) What can they do together.	(a) No. (b) Everyone must care for the school. (c) Pick up the paper and put it in a bin.

Answers to the learners' check-yourself questions

1. Name two things we use to keep our surroundings clean.
   Any two of: broom, mop, rake, hoe, bin.
2. Where should we put litter.
   In a bin.

3. Name one thing you can plant to care for your surroundings.
   A tree, grass or a flower.
4. What do we do to take care of a small plant.
   We water it and pull out the weeds around it.
5. Thandiwe sees litter all over the school yard after break. Some learners are walking over it. (a) Is this place clean or dirty. (b) What can Thandiwe and her friends do. (c) What do they put the litter in.
   (a) Dirty. (b) Pick up the litter. (c) A bin.
6. Your teacher gives your team a small plant to plant at school. Your friend says you only need to water it on the first day. (a) Is your friend right. (b) Name two things you do to care for the plant. (c) How often should you care for it.
   (a) No. (b) Water it and weed around it. (c) Often, on a regular basis.

Teacher's reflection

What went well:

What I will change next time:

Learners who need follow-up: