Care for the Environment

Lesson plan and teacher's notes · Grade 2 Science · 1 period of 40 minutes

School	(write school name)	**Teacher**	(write name)
Date	(date)	**Class**	Grade 2
Subject	Science	**Enrolment**	Boys ___ Girls ___ Total ___
Time	40 minutes	**Topic**	Care for the Environment

Learners with visual impairment discuss why a clean environment matters, then practise cleaning the classroom, sorting waste and planting flowers using cleaning tools, bins and plants. One period of 40 minutes.

Specific outcomes

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

1. Say why we keep the environment clean
2. Practise cleaning and waste sorting
3. Plant flowers and name daily ways to care for the environment

Prior knowledge

- Learners know how to keep themselves clean
- Learners know dustbins and plants by touch

Teaching and learning materials

- Cleaning tools such as brooms
- Waste bins
- Plants or flower seedlings
- Chalk and board

References

Ministry of Education (CDC) Grade 2 Science syllabus and module; 25Schools learners' note: Care for the Environment.

Lesson development

Stage and time	Teacher activities	Learner activities
Present **10 min**	Discuss the importance of a clean environment: to prevent diseases, to keep it clean and to save it. Ask learners how they help at home to keep the environment clean.	Share what they do at home.
Practice **10 min**	Guide learners in cleaning the classroom. Learners practise waste sorting. Learners plant flowers to keep the environment beautiful.	Clean, sort waste and plant flowers.
Produce **10 min**	Learners demonstrate cleaning tasks and explain the importance of hygiene.	Demonstrate and explain.
Closure **10 min**	Remind learners that caring for the environment keeps our world clean, healthy and safe for everyone. Small daily things help: throwing waste in the dustbin, turning off taps when not in use and helping to plant trees in the community. Include avoiding litter, open defecation and burning of waste, and saving water and electricity.	Name small daily actions.

Teacher's content notes

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

Why care

A clean environment prevents diseases, keeps places clean and helps animals and plants to live happily.

Ways

Plant trees and flowers, pick litter, dispose of waste correctly, sweep classrooms and surroundings, avoid open defecation and burning of waste, and save water and electricity.

Daily actions

Throw waste in the dustbin, turn off taps when not in use and help to plant trees in the community.

Questions to ask during the lesson

Question	Expected answer
While the learners sweep the classroom during practice, the teacher stops beside Mulenga and asks him why the class keeps the school clean every day. (a) Name one reason. (b) What does it prevent. (c) Who benefits.	(a) To keep it clean and safe. (b) Diseases. (c) People, plants and animals.

During the practice stage a learner picks up waste from the classroom floor and sorts it into the bin while the teacher watches and asks questions. (a) Where does waste go. (b) What is litter. (c) What should we not do with waste.	(a) In the dustbin. (b) Waste on the ground. (c) Burn it.
During the practice stage the class plants flowers behind the classroom, and the teacher moves around asking each learner a question about what they are doing. (a) Why plant flowers. (b) What must we do after planting. (c) Name another way to care.	(a) To keep the environment beautiful. (b) Water them. (c) Sweep or pick litter.

Worked examples for the board

Disposing of waste

Step 1: Pick up the waste. Step 2: Walk to the bin. Step 3: Put it in. Step 4: Wash your hands.

Planting a flower

Step 1: Make a hole. Step 2: Put the plant in. Step 3: Cover the roots with soil. Step 4: Water it.

Board plan

Write the title Care for the Environment. Write two columns: do and do not.

Do	Do not
Plant trees and flowers	Litter
Use the dustbin	Burn waste
Sweep	Open defecation

The finished board

Mistakes to expect

Learners often think	Put it right
Small actions do not matter.	Show that throwing waste in the dustbin or turning off a tap helps every day.
Burning waste is a good way to clean up.	Say that burning waste should be avoided and show correct disposal in bins.

Differentiation

Learners who struggle

Practise one action at a time, such as putting waste in the bin, with guidance by touch.

Learners who finish early

Ask learners to plan a clean-up of the school yard and say what tools they need.

Hearing or visual impairment

For learners with a visual impairment, guide hands to the tools, bins and plants, describe the space aloud and pair each learner with a helper.

No projector, no printing

Use grass brooms, tins as bins and seedlings from home.

If time is short

Keep the discussion, the classroom clean-up and waste sorting. Move planting flowers to the next lesson.

Evaluation

Question or task	A correct answer shows
The teacher observes learners cleaning the classroom and asks Mulenga to explain what he is doing. (a) What is he doing. (b) Why is it important. (c) Where should waste go.	(a) Cleaning or sweeping. (b) To prevent diseases and keep the place clean. (c) In the dustbin.
After planting flowers Chanda is asked to say why the class did it. (a) What did they plant. (b) What must they do next. (c) What does it help.	(a) Flowers. (b) Water them. (c) Keeps the environment beautiful.

Homework

At home Bupe sees her cousin burning plastic bags in the yard and throwing wrappers on the ground. She decides to talk to him. (a) What should she tell him about burning waste. (b) Where should wrappers go. (c) Name one other way to care.

Extra practice with answers

Question	Answer
1. Njavwa finds waste near the school toilets and her teacher is nearby. (a) What should she do. (b) Why. (c) What bin habit should she keep.	(a) Pick it up and put it in a bin. (b) To prevent diseases. (c) Always use the dustbin.
2. Mwamba leaves a tap running at school while talking to a friend. The teacher passes by. (a) What should he do. (b) What is being wasted. (c) How does this care for the environment.	(a) Turn it off. (b) Water. (c) It saves water.
3. The class is asked to name ways to care for the environment at home. (a) Name one planting way. (b) Name one cleaning way. (c) Name one thing to avoid.	(a) Planting trees. (b) Sweeping. (c) Burning waste or open defecation.
4. A learner says caring for the environment is only the job of adults. The teacher asks the group to respond. (a) Is that true. (b) Why. (c) Give one small thing a learner can do.	(a) No. (b) Everyone can play a part. (c) Use the dustbin.

Answers to the learners' check-yourself questions

1. Why is a clean environment important.
   It prevents diseases and keeps us safe.
2. Name one way to care for the environment.
   Plant trees, pick up litter, sweep, or put waste in the dustbin.
3. What should we do with a tap that is not in use.
   Turn it off.
4. What two things should we avoid.
   Open defecation and burning waste.
5. After break, Mwamba sees sweet wrappers on the school ground. His friends walk past. (a) What is this waste called. (b) What should Mwamba do. (c) Why is it important.
   (a) Litter. (b) Pick it up and put it in the dustbin. (c) It keeps the school clean and prevents diseases.
6. Chanda's class is given seedlings and told to plant them near the school. She is asked to explain why. (a) Name what they will plant. (b) What must they do after planting. (c) Who does this help.
   (a) Trees or flowers. (b) Water them. (c) Plants, animals and people.

Teacher's reflection

What went well:

What I will change next time:

Learners who need follow-up: