



AIM: To classify living things into plants and animals, explore feelings and moods which are conveyed through music and develop an action plan for sustainability that can be easily incorporated by pupils into their daily lives.

Part 1:

1. Show two flashcards of living things (one plant and one animal). Ask pupils to name the items and elicit some more examples of living things.
2. Explain to pupils that you are going to show them part of a video in which they will see many living things? In pairs, they should watch and count the living things they can see. How many are there?
3. Show an extract of the video (00.00-01.15) as many times as necessary while pupils watch and count together in pairs. Then, ask pupils to sit in groups of four and compare their answers.
4. Draw a Venn diagram on the board and label it with *Plants & Animals*.
5. Ask groups of pupils to come to the board and write the names of the living things they have seen on the Venn diagram. (*Ask the groups to help with the spellings or help yourself.*)
6. Re-play the video extract, pausing when necessary, to give feedback.

Part 2:

1. Ask pupils to close their eyes and listen to the music again. (00.00-01.15)
2. Ask: How does it make you feel? (*Pupils may tell you their thoughts in L1 but you can recast the language in English and write the new words on the board.*)
3. Repeat the same process with the following extract to contrast feelings and sensations. (04.45-05.50) Elicit the feelings as before and write any new words on the board.
4. Repeat the process with the following extract (06.00-07.40). Elicit the feelings as before and write the words on the board.
5. Afterwards, pupils write any new vocabulary from the board into their notebooks.

The three extracts describe the changing environment on our planet. First, there is birth and growth and animals and plants appear to thrive (the music is light, fast and positive), then there is over-exploitation or waste of resources and destruction (the music is dramatic and powerful, like a march). Finally, there appears to be a possibility of sustainable growth (the music is relaxing but slowly moves to a crescendo and seems hopeful). The contrasting moods in music should provoke different feelings and sensations. Accept all possibilities.



Part 3:

- 1.** Brainstorm with pupils different ways we can support sustainability in our daily lives. Ask pupils to give you examples of what can be done. (*Eg, Recycle, not waste resources, pick up litter, make sure the lights are switched off at the end of the day, etc...*)
- 2.** Divide pupils into groups of four and ask each group to devise an action plan for one initiative to support sustainable growth that can be put in place either in the classroom, at school or at home. (*Give pupils clear roles so the collaborative process is smooth. Possible roles might be: a group scribe, a timekeeper, a researcher, an illustrator, an editor or presenter.*)
- 3.** Pupils present their action plans to the rest of the class and the whole class then decide which plan would be the easiest or most practical to put into action in their daily lives.