



**AMERICAN
FARM SCHOOL**
Thessaloniki · Greece

"LITTLE GREEN RESEARCHERS"

An Environmental Study by 3rd Graders
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OVERVIEW

- Context
- Objectives
- Background Knowledge
- Lesson 1
- Lesson 2
- Follow up & Variations

CONTEXT

- American Farm School Elementary
- Strong emphasis on CLIL English program (5-6 hours of English/week & PE & Civics)
- Strong emphasis on experiential learning based on monthly projects and topics for each grade
- Collaboration between English and Greek department: work on the same thematic units building on each other's lessons

CURRENT THEMATIC UNIT: SAVE THE SNOWMAN

Current thematic unit: Επιχείρηση: “Σώσε τον χιονάνθρωπο”

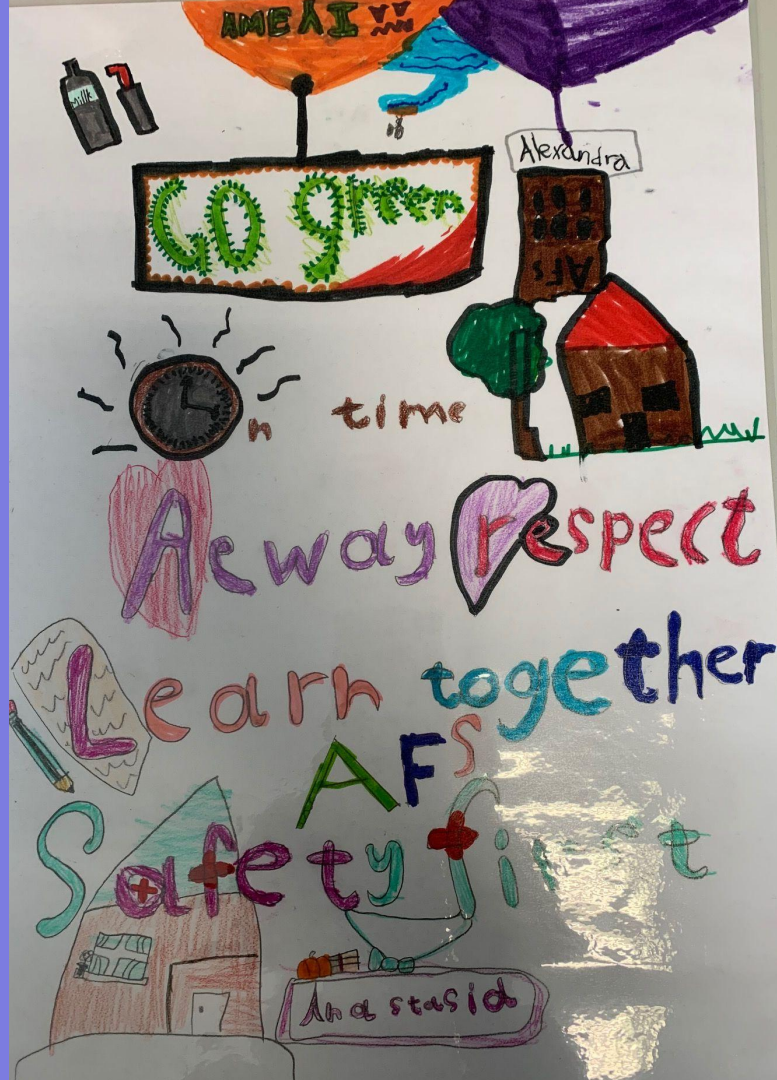
Η θερμοκρασία σε όλο τον κόσμο διαρκώς ανεβαίνει, με αποτέλεσμα να λιώνουν οι πάγοι με ταχύτατους ρυθμούς. Τα ακραία καιρικά φαινόμενα κάνουν συχνά την εμφάνισή τους και στην Ελλάδα. Οι μαθητές θα ενημερωθούν για την κλιματική αλλαγή και θα προτείνουν τρόπους για την αναστροφή της.

OBJECTIVES

By the end of the lessons, students will have:

- identified causes of environmental pollution
- proposed solutions, which they can apply to their daily life at school or at home
- read and understood simple infographics
- checked how efficient their school is in following basic environmentally-friendly practices

OUR SCHOOL MOTTO



LEARNING AIMS

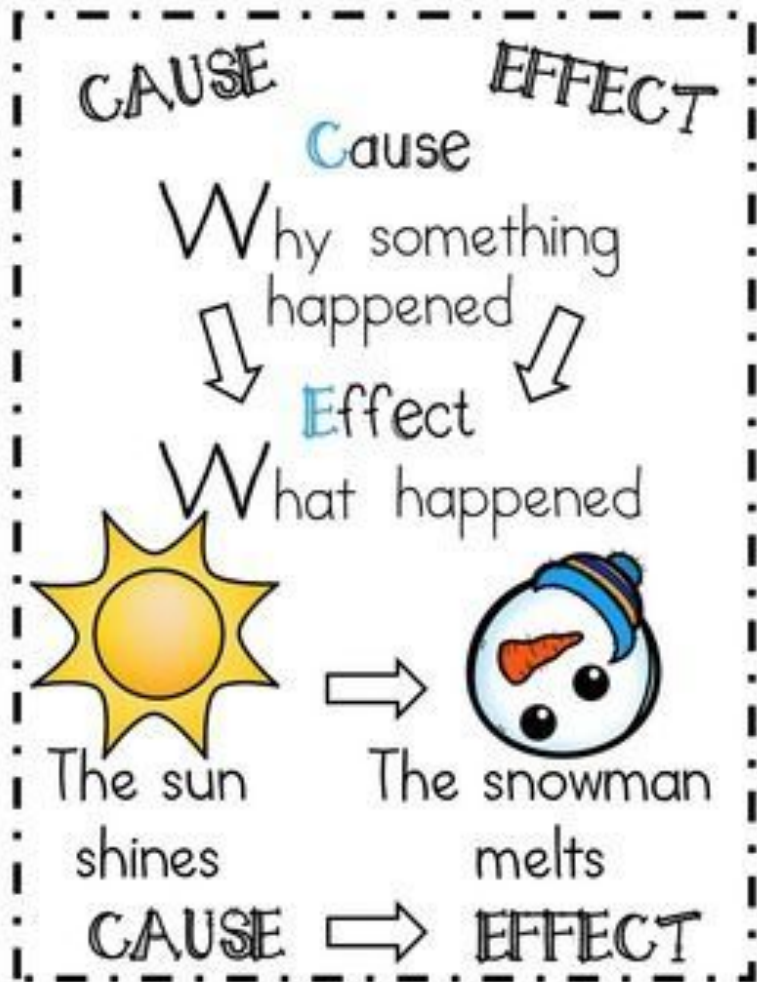
By the end of the lesson, students will have:

- Familiarised themselves with cause-effect-solution relationships in environmental issues

THE CURRENT LESSON

- 3rd grade English
 - 2x 45' periods
 - 26 students and 2 teachers

 - Material: Slides and handouts
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LESSON PLANS: BACKGROUND

- use cause and effect
- build on that by adding solutions

LESSON PLANS: BACKGROUND

- had received input in Greek from their teachers
- familiar with concepts and Greek vocabulary

examples:

- Κομποστοποίηση
- Καυσαέρια
- Ανακύκλωση

LESSON 1

1. BRAINSTORM

Students:

- Brainstormed on some of the main issues causing environmental pollution and what their part in it was
- Were introduced to environmentally-friendly practices

2. KEEP NOTES

- Students created table with three columns:
Cause-Effect-Solution
- Teacher assisted students in making links among their ideas, offering the appropriate phrases to express themselves and giving feedback based on the ideas discussed

Cause	Effect	Solution
Cars produce gases.	Gases are bad for the environment.	We can use our bikes instead of cars

3. PROJECT WORK



Group work:

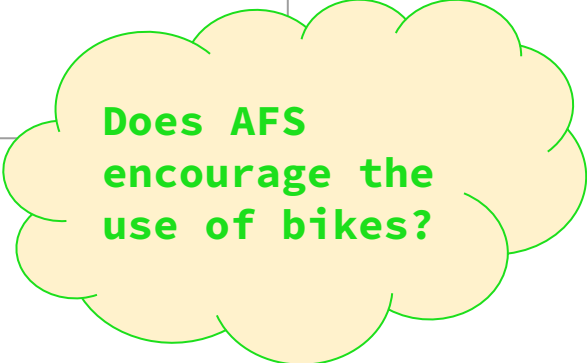
1. pick one problem with an effect and a solution
2. illustrate it in poster form

LESSON 2

1. PREPARE

Based on the previous session, teachers created Researcher's Sheets for students

Cause	Effect	Solution
Cars produce gases.	Gases are bad for the environment.	We can use our bikes instead of cars



Does AFS encourage the use of bikes?

How Green is AFS?

Researcher's Sheet

Name: _____

Students who bring a reusable water bottle to school.

Rooms with lights off when not used.

Number of Recycling Bins Spotted

Number of Compost Bins Spotted

Bikes Spotted on Campus.

Trash on the ground.

Trees and Gardens

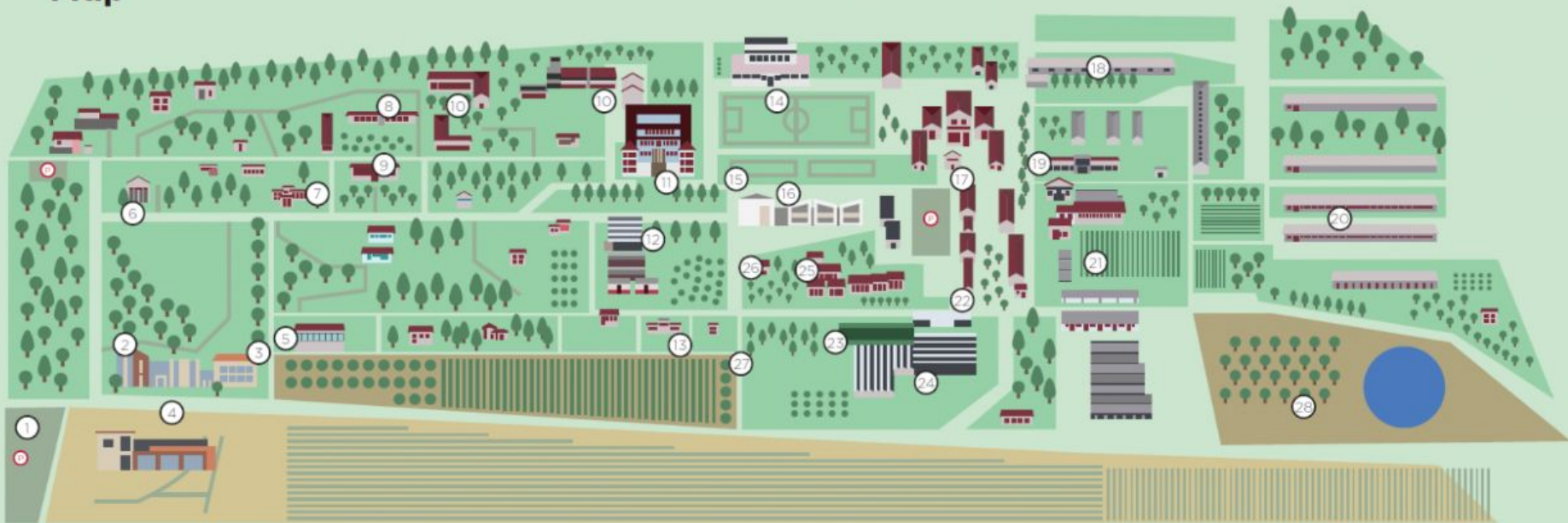
2. CARRY OUT RESEARCH

- went around the campus with checklist sheets
- collected data regarding recycling bins, lights left turned on, water bottles, and trash, among other categories.
- checked whether their proposed solutions were being implemented



OUR CAMPUS

American Farm School & Perrottis College Campus Map



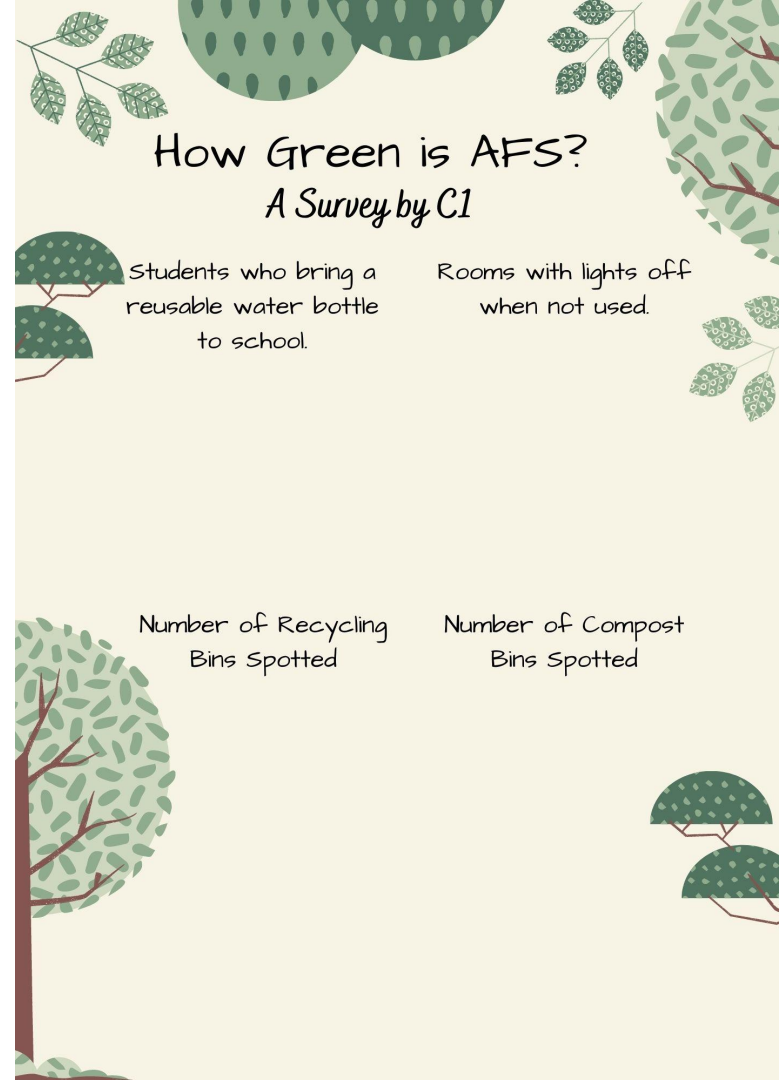
3. REPORT ON FINDINGS

Upon returning to class, students reported the findings (using the target vocabulary) they collected to evaluate whether the AFS is indeed a “Green School”



4. CREATE CLASS INFOGRAPHIC

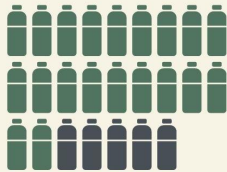
The information was tallied by the teacher to create an infographic which was showcased in the classroom



How Green is AFS?

A Survey by C1

Students who bring a reusable water bottle to school.



Rooms with lights off when not used.



Number of Recycling Bins Spotted



Number of Compost Bins Spotted



Bike-Friendly Campus



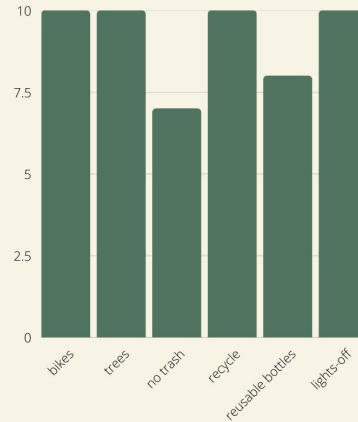
No trash on the ground.



Trees and Gardens



FINAL RESULT



5. WRITE A REPORT

Based on their individual notes, students used prompts to report on their findings

How Green is AFS? A Research Project by 3rd grade

Researcher's Name: _____

Introduction

AFS's motto is _____

Our class did this study to see how true this is.

Findings & Discussion

When we go around the AFS campus, we can see:

1. _____ students bring a reusable (not plastic) bottle to school every day.

This is important because _____

2. _____ rooms have the lights off when we don't use them.

This is important because _____

3. _____ recycling bins on campus.

This is important because _____

4. _____ on campus.

This is important because _____

5. _____ litter on the ground.

This is important because _____

6. Trees and gardens of different types. We can see _____

This is important because _____

Conclusion

Our final result is that _____

Future Suggestions

In the future we can:

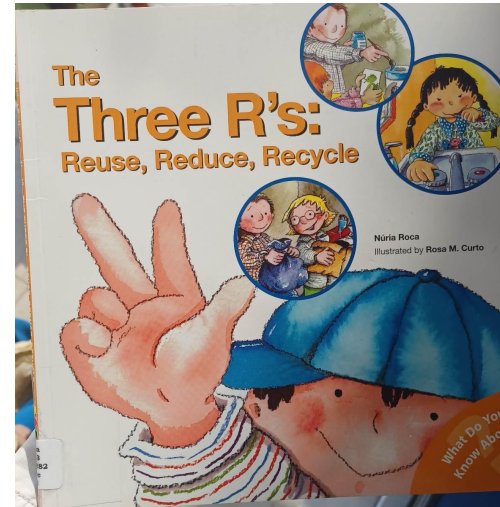
1. _____

2. _____

3. _____

FOLLOW UPS

- Reflection
- Class discussion
- Read stories or news articles



- Collaboration with Municipality to add compost bins to school



VARIATIONS

- 5th/6th grade
- Go around schoolyard/neighborhood/town
- Can be part of environmental studies
- Etwinning project-collaboration between schools to share good practices

THANK YOU!
ANY QUESTIONS?

