

GRADE 3 NATURAL SCIENCES: JALISCO'S ENVIRONMENTAL PROBLEMS

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LEARNING PLAN OVERVIEW

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| Subject(s) | <ul style="list-style-type: none"> • Natural Sciences • Social Sciences • Health and Wellbeing • Environmental Education • Outdoor Education • Service Learning • Student Leadership • Sustainable Development Project |
| Grade Level (s) | Upper Primary (ages 8-11) |
| Systems Tool(s) | <ul style="list-style-type: none"> • Sustainability Compass • Systems Mapping or Causal Loop Diagrams |
| Purpose of Using Tool | <ul style="list-style-type: none"> • Research • Critical Thinking • Discussion • Action Planning • Reflection |
| Summary | This learning plan is intended to develop critical and self-managed thinking on Third-grade students through research about the actual environmental problems in Jalisco, Mexico so they are able to refuse everything that damages the environment as a better way of living. |

Learning Objectives

- For students to find ways to achieve a harmonious relationship with nature as part of a culture of peace through their senses and rights.
- Generate ecological awareness that leads to sustainable development as a benefit of the rights of future generations in tune with the obligations to generate ecological practices.

- It is intended to develop critical and self-managed thinking so that they are able to refuse everything that damages the environment as a pleasant way of living.

Material and Settings

Paper, pencil, scissors, glue and coloured pencils.

These links are what I use with my students in Spanish:

- [Gráfica SQA Medio ambiente](#)
- [Secretaría de Medio Ambiente y Recursos Naturales | Gobierno | gob.mx](#)
- [Medio ambiente](#)
- [🌱 Que es el MEDIO AMBIENTE !? Como CUIDARLO !? EXPLICACIÓN para NIÑOS de PRIMARIA](#)
- [¿QUÉ ES EL MEDIO AMBIENTE? - Definición y resumen](#)
- [Tercer grado - Uso de diagramas para organizar información](#)
- [Investigación problemas medio ambiente Jalisco](#)
- [Investigación ¡Al rescate del medio ambiente!](#)
- Compass card sort translated into Spanish
- Compass template translated into Spanish
- [¿Qué es la sostenibilidad ambiental?](#)
- [¿Qué es la sostenibilidad? | ACCIONA](#)
- [MUNDO SOSTENIBLE](#)
- [Concepto de Sustentabilidad](#)
- [Cuadrante Brújula sostenibilidad](#)
- [Copy of Mini lección brújula sostenibilidad](#)

Learning Context

Third-grade elementary students

Language: Spanish

Mexican Program

Subject: Mi entidad Jalisco

American School Foundation of Guadalajara

2021- 2022 School Year

Learning Plan Step-by-step Description

- We began with a brief discussion answering the essential question "How do we achieve a harmonious relationship with nature?".

- They learned about what the environment is by watching some videos and reading an article (see Resources section).
- Identified the main problems that Jalisco's environment has.
- Four of the most important problems were selected: Lake Chapala, Lerma-Santiago River, La Primavera Forest and Environmental problems (pollution, felling of trees and fires and extinction of animals in their habitat).
- The class was divided into teams to investigate the topic that touched them the most.
 - While searching for information, my students had trouble identifying key words, main ideas, and paraphrasing the information.
 - In order for students to paraphrase, I asked them to work in pairs to find keywords and main ideas -investigación ¡Al rescate del medio ambiente!
- They presented to the group their research and what they learned about their topic.
- They were introduced to concepts like: Sustainability, Sustainability Compass, Nature, Well-being, Society, and Economy through videos, presentations, examples, and dictionary.
- After introducing them to the Sustainability Compass, in order for me to make sure they understood how it works and the concepts around it, I created an activity in which I gave them words from a "Compass Card Sort" and let them classify the words in each area of the Compass.
- They then used the information they obtained in their research, selected a problem, placed it in the Sustainability Compass and made the cause-consequence relationship.
- Finally, the students put together everything they learned and practised into a final Sustainability Compass they each created in teams that they then presented to the class, concluding with this project.

REFLECTION

Plusses

The Compass Card Sort list, Sustainability Compass and Causal Loop Diagram were excellent tools for the students to learn the concepts, and analyze the problem in an easier way. They also helped me to be more organized and at the same time have an impact on my students and make them aware and more conscious of the environmental problems that are currently affecting Jalisco and the world due to human's actions.

Areas for Improvement

- Most of the written information where for adults (Spanish language).
- Difficulty finding sources with their appropriate academic level.

- Focus on two of the problems (of which there is more information) to save time and be able to get to the stage where students develop a plan, give solutions to the problems and put it into practice at school and at home.

EVIDENCE





