

LESSON PLAN The Circle of Life

GRADE 1 (SK)
2 (AB, BC, MB, NB, NL, NS, NT, NU, ON, PE, SK, YK)
3 (SK)
Cycle1 (QC)

SUBJECT Science

TIME NEEDED 80 minutes (total)

- Motivation, 5 minutes
- Recap, 10 minutes
- Body, 15 minutes
- Check for understanding, 5 minutes
- Consolidation, 25 minutes
- Closure, 20 minutes

VOCABULARY

• depend	• poaching
• relationship	• endangered
• pesticide	



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LEARNING OBJECTIVES/OUTCOMES

Students will

- learn that living things depend on each other and that we are all impacted by small changes in the environment.
- describe ways to affect their environment in positive and negative ways.
- identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them and suggest ways in which the impact can be minimized or enhanced.
- identify ways in which animals are helpful to and ways in which they meet the needs of, living things including humans, to explain why humans should protect animals and the places they live.

MATERIALS REQUIRED

- Jenga blocks, labelled
- Consequence' cards
- Poster of circle of life
- Lion King clip (computer or tv)

DESCRIPTION OF ACTIVITY

Motivation (*grab and focus student attention*) (5 minutes)

Play the beginning of 'The Lion King', 'The Circle of Life' song on video.

The showing of the 'Circle of Life' song/video will serve to grab the students' attention with vibrant colorful visuals of many animals and living things. The musical nature of the clip will engage students in a more entertaining way than simply orally describing the relationships between living things.

Recap (activate and diagnose prior knowledge) (10 minutes)

Class discussion following video clip showing:

- Ask students which 'living things' they saw in the clip, write responses on board
- Depending on response, ask if animals are the only living things (ie., grass, flowers)
- Ask why the song is called 'The Circle of Life' to lead into poster of circle of life.

The poster of the circle of life will bring students introduction to a more applicative level as they will take what they saw and discussed in the video clip and integrate it into another visual format that clearly shows a connection between small and large living things.

Body (give and/or demonstrate necessary information) (15 minutes)

Using a large poster of a 'circle of life' provide labelled pictures to fill in the blanks on the poster

- Select certain students who volunteer to place labels where they think they belong, ask for explanation from student
- If label is incorrectly placed, prompt students to explain why it may not belong there. Move it to the correct place.

Check for Understanding (key words and questions) (5 minutes)

- Ask if students have questions
- Go over vocabulary such as: depend, relationship, pesticide, poaching, endangered, or other words that come up during the poster activity

Consolidation (application or practice of knowledge: activities, exercises, games) (25 minutes)

- Break students into groups of 5 or 6, one set of Jenga blocks per group, also one box of 'consequence' cards
- Jenga blocks are set up with humans at the top, and smaller animals, plants at the bottom.
- Have cards in a box, allow students to draw from the box within their groups, taking turns
- Each card has an action on it that affects one of the living things labelled on the Jenga block
- If it a positive thing, nothing changes, if it is negative, the block must be taken out and placed on top
- Eventually the blocks will topple
- At 20 minutes, instruct students to clean up
- Circulate during activity to help with reading and comprehension of the consequence cards

Through using blocks, students will learn that living things 'support' each other. Using the cards that describe human actions, students will see that there are good and bad things that humans can do to living things and that these things affect many things indirectly including the animals and their habitats. For example, when a block is taken from the bottom of the stack, some blocks on top may fall over, even though they weren't directly touching.

Closure (read key concepts, look ahead) (20 minutes)

As a group discuss:

- Why did the blocks fall?
- Were the living things on the bottom blocks big or small? (ie. prompt that insects, plants, etc. support larger things like lions, or humans)
- Using the circle of life poster, list things that could 1) break the chain 2) keep the chain connected at each living thing
- Following the lesson, create a display where the class's ideas for positive actions are listed. Allow students to add to the list.

After the activity, the group discussion will allow students to voice their suggestions and opinions about which actions were good and which were bad. They will be prompted to re-list those actions to put on the circle of life poster, which uses repetition to re-iterate the effects of human actions on animals and will be displayed in the classroom with space to add suggestions.

ASSESSMENT (DESCRIBE OR PROVIDE RUBRIC)

Formative assessment

Student's performance (what student will/do produce)

- Participate in group discussion and demonstrate knowledge of circle of life on poster by placing labelled pictures on poster.
- Work co-operatively in groups during block activity.
- Contribute to a list of positive actions to keep the circle of life intact.

Knowledge and skills (what specific knowledge and skills are targeting in their work?)

Knowledge:

Living things depend on each other and large things (ie lions) are affected by small things (ie grass)

Skills:

Make connections between living things, recognize cause and effect relationships

Learning skills:

Use of information

ADAPTATION

- All students can watch the video and participate in the discussion
- Students who may not grasp the 'circle of life' concept will not be forced to apply labels to the poster
- Depending on level, special needs students may focus more on characteristics of living things, and what they need to survive