



D) LESSON PLANS WITH DANCE

a) Lesson Plan for Environmental Education: Air

Duration	60 minutes for each session Total number of sessions: 6
Art form	Dance
Teaching points <i>(the subject matter of the lesson)</i>	<ul style="list-style-type: none"> • The composition of air • The importance of air for life • Properties of air • Causes and the effects of air pollution
Aims	<ul style="list-style-type: none"> • To help students learn the composition and properties of air • To develop students understanding of the importance of air • To raise students awareness and understanding of the causes and effects of air pollution
Lead-in Questions	<ul style="list-style-type: none"> • Why is air important for life? • What does the air consist of? • Can you feel/notice the air on your surroundings? How? • What do you know about air pollution? • How do we human pollute the air? • How can we reduce/stop air pollution?
The teaching procedure (activities) <i>What activities will be used?</i> <i>What are the pre, while and post activities?</i> <i>How long will each stage last?</i>	<p>Creative thinking, brainstorming, observation exercises to help students generate creative movement through expressive dance.</p> <ul style="list-style-type: none"> • The dance teachers are first involved in the ordinary lesson where the student's ordinary teacher explains about air, its content etc. • Then the class teacher introduces the dance teachers to the children and the teachers will ask the children to follow them to the dance space (a room with an open space for moving and equipped with sound system). • The dance teachers follow a lesson in the classroom; inspired by that lesson they do a small improvisation exercise about the subject, to introduce how to put movement in to dance. 10 min • With different improvisation exercises, the students will create movement based on the subject that was spoken about in class. Then the dance teacher connects the movements in to a longer "story", always connecting back to the subject being taught at the lesson in the classroom. Music from different genres will guide in the process. 25 min • Usually the students are divided in 2 groups, so they can see the result of movement. • After every dance lesson, everyone sits down and discuss what they see the other group doing and connect back to the lesson in the classroom. With this, the students remember and explore the topic discussed in

	<p>class. 10 min Usually the start in the classroom is 15 min and the dance lesson is 45min.</p>
<p>Teaching aids (cards, crayons, paper, pictures etc)</p>	<ul style="list-style-type: none"> • Textiles • Big room with no disturbing props • Stereo/sound system <p>Preferably a rooms without windows so that no other kids can look in to the process (often intimidating for the creative process when improvising)</p>
<p>Classroom management</p> <ul style="list-style-type: none"> • <i>What is the role of the teacher?</i> • <i>What is the role of the artist?</i> • <i>What instructions will be given to the students?</i> • <i>Are there any anticipated difficulties? (your suggestions to overcome the difficulties)</i> • <i>What/Are there any preparations do the teachers and the students need to do?</i> 	<ul style="list-style-type: none"> • The teacher's role is to lead the planned activities and to motivate the students and enhance their participation. • The dance teacher's role is to base the class from the themes that has been discussed during the first part in the classroom. • The dance teacher's role is to base and connect the class content on what were discussed, thematically, during the first part of the lesson, which takes place in the classroom, in order to create a new and deeper learning method. • The dance teachers' role is to promote the creation and the narrative flow of the activities with the students and analyse with the teachers the results in order to improve the applied methodology. • During the pre activities the students will be offered basic notions of the importance of air, its construction etc. This to start the mind stimulation for the coming improvisation. • The dance teachers together with the regular teachers will stimulate the students with questions to enhance the flowness of creating a dance. • In the end of the class the dance teacher has a short discussion and conversation with the students about what has been done and happened during class. <p>Preparation that's should be done before class:</p> <ul style="list-style-type: none"> • To actively make a music choice for the class, that will inspire the students and allows them to connect to the elements and subjects that's been done and discussed. • A general go threw with the regular teachers of the class content before start. • The main challenge is to create the right atmosphere and motivation in the students and a good team work will be support to motivate the students.
<p>Expected outcomes</p>	<p>By the end of the lesson, the learners will have</p> <ul style="list-style-type: none"> • an understanding of the composition of air • developed an understanding of the importance of air for life • developed an understanding of the properties of air • developed awareness and understanding of the causes and effects of air pollution
<p>Evaluation</p>	<p>Please comment on the folowing issues:</p> <ul style="list-style-type: none"> • Aims (achieved / partially achieved / not achieved at all) • Teaching Aids (appropriateness / appeal) • Activities (the flow, difficulties, suggestions)

b) Lesson Plan for Environmental Education: Soil

Duration	Maximum 60 minutes for each session Total number of sessions: 6
Art form	Dance
Teaching points (the subject matter of the lesson)	<ul style="list-style-type: none"> • What is soil • The importance of soil for life • Contents of soil • Formation of soil • Soil layers • Soil Types • Soil erosion • How to stop soil erosion
Aims	<ul style="list-style-type: none"> • To help students learn what soil consists of, types and layers of soil • To develop students understanding of the formation of soil • To raise students awareness and understanding of the importance of soil for life • To raise students' understanding of the causes of erosion and the ways to stop it
Lead-in Questions	<ul style="list-style-type: none"> • What does soil consist of? • Is soil the same everywhere? • How much time do you think is needed for the formation of soil in nature? • What do you know about soil erosion? (Causes, effects and the ways to stop/reduce it)
The teaching procedure (activities) <i>What activities will be used?</i> <i>What are the pre, while and post activities?</i> <i>How long will each stage last?</i>	<p>Creative thinking, brainstorming, observation exercises to help students generate creative movement through expressive dance.</p> <ul style="list-style-type: none"> • The dance teachers are first involved in the ordinary lesson where the student's ordinary teacher explains about the importance of the soil and its construction. • Then the class teacher introduces the dance teachers to the children and the teachers will ask the children to follow them to the dance space (a room with an open space for moving and equipped with sound system). • The dance teachers follow a lesson in the classroom; inspired by that lesson they do a small improvisation exercise about the subject, to introduce how to put movement in to dance. 10 min • With different improvisation exercises, the students will create movement based on the subject that was spoken about in class. • Then the dance teacher connects the movements in to a longer "story", always connecting back to the subject being taught at the lesson in the classroom. Music from different genres will guide in the process. 25 min • Usually the students are divided in 2 groups, so they can see the result of movement. • After every dance lesson, everyone sits down and discuss what they

	<p>see the other group doing and connect back to the lesson in the classroom. With this, the students remember and explore the topic discussed in class. 10 min</p> <p>Usually the start in the classroom is 15 min and the dance lesson is 45min.</p>
<p>Teaching aids</p>	<ul style="list-style-type: none"> • Textiles • Big room with no disturbing props • Stereo/sound system <p>Preferably a rooms without windows so that no other kids can look in to the process (often intimidating for the creative process when improvising)</p>
<p>Classroom management</p> <ul style="list-style-type: none"> • <i>What is the role of the teacher?</i> • <i>What is the role of the artist?</i> • <i>What instructions will be given to the students?</i> • <i>Are there any anticipated difficulties? (your suggestions to overcome the difficulties)</i> • <i>What/Are there any preparations do the teachers and the students need to do?</i> 	<ul style="list-style-type: none"> • The teacher's role is to lead the planned activities and to motivate the students and enhance their participation. • The dance teacher's role is to base the class from the themes that has been discussed during the first part in the classroom. • The dance teacher's role is to base and connect the class content on what were discussed, thematically, during the first part of the lesson, which takes place in the classroom, in order to create a new and deeper learning method. • The dance teachers' role is to promote the creation and the narrative flow of the activities with the students and analyse with the teachers the results in order to improve the applied methodology. • During the pre activities the students will be offered basic notions of the importance of soil. This to start the mind stimulation for the coming improvisation. • The dance teachers together with the regular teachers will stimulate the students with questions to enhance the flowness of creating a dance. • In the end of the class the dance teacher has a short discussion and conversation with the students about what has been done and happened during class. <p>Preparation that's should be done before class:</p> <ul style="list-style-type: none"> • To actively make a music choice for the class, that will inspire the students and allows them to connect to the elements and subjects that's been done and discussed. • A general go threw with the regular teachers of the class content before start. <p>The main challenge is to create the right atmosphere and motivation in the students and a good team work will be support to motivate the students.</p>
<p>Expected outcomes</p>	<p>By the end of the lesson, the learners will have</p> <ul style="list-style-type: none"> • learnt what soil consists of, its types and layers • developed an understanding of the formation of soil recognising the time required • increased their awareness and understanding of the importance of soil for life • an understanding of the causes of erosion and the ways to stop it causes and effects of air pollution



Evaluation	<i>Please comment on the following issues:</i> <ul style="list-style-type: none">• Aims (achieved / partially achieved / not achieved at all)• Teaching Aids (appropriateness / appeal)• Activities (the flow, difficulties, suggestions)
Resources for teachers	Videos and animations in English language: http://www.youtube.com/watch?v=hUTz_x-AHU4&feature=related http://www.youtube.com/watch?v=mcSeg9MIqww&feature=related Videos and animation in Italian language: http://lnx.fantasylands.net/aiuto-dislessia/nggallery/page-4975/images/

c) Lesson Plan for Environmental Education: The Sun

Duration	Maximum 60 minutes for each session Total number of sessions: 4
Art form	Dance
Teaching points (the subject matter of the lesson)	<ul style="list-style-type: none"> • The sun as a natural resource for human beings and plants • The harmful effects of the sun • Other important facts about the sun
Aims	<ul style="list-style-type: none"> • To help students gain an understanding of the use and importance of solar energy, • To raise students' awareness of the harmful effects of the sun and how to avoid them.
Lead-in Questions	<ul style="list-style-type: none"> • Can we live without the sun? Why is the sun important for life? • Does the sun have any harmful effects for people? • How can we decrease the harmful effects of the sun? • And how can we protect ourselves from its harmful effect?
The teaching procedure (activities) <i>What activities will be used?</i> <i>What are the pre, while and post activities?</i> <i>How long will each stage last?</i>	<p>Creative thinking, brainstorming, observation exercises to help students generate creative movement through expressive dance.</p> <ul style="list-style-type: none"> • The dance teachers are first involved in the ordinary lesson where the student's ordinary teacher explains about the importance of the sun for us human beings and also its harmful effects. • Then the class teacher introduces the dance teachers to the children and the teachers will ask the children to follow them to the dance space (a room with an open space for moving and equipped with sound system). • The dance teachers follow a lesson in the classroom; inspired by that lesson they do a small improvisation exercise about the subject, to introduce how to put movement in to dance. 10 min • With different improvisation exercises, the students will create movement based on the subject that was spoken about in class. • Then the dance teacher connects the movements in to a longer "story", always connecting back to the subject being taught at the lesson in the classroom. Music from different genres will guide in the process. 25 min • Usually the students are divided in 2 groups, so they can see the result of movement. • After every dance lesson, everyone sits down and discuss what they see the other group doing and connect back to the lesson in the classroom. With this, the students remember and explore the topic discussed in class. 10 min <p style="color: green;">Usually the start in the classroom is 15 min and the dance lesson is 45min.</p>
Teaching aids (cards, crayons, paper, pictures etc)	<ul style="list-style-type: none"> • Big room with no disturbing props • Stereo/sound system <p>Preferably a rooms without windows so that no other kids can look in to the process (often intimidating for the creative process when improvising)</p>

<p>Classroom management <i>What is the role of the teacher?</i> <i>What is the role of the artist?</i></p> <p><i>What instructions will be given to the students?</i></p> <p><i>Are there any anticipated difficulties? (your suggestions to overcome the difficulties)</i></p> <p><i>What/Are there any preparations do the teachers and the students need to do?</i></p>	<ul style="list-style-type: none"> • The teacher's role is to lead the planned activities and to motivate the students and enhance their participation. • The dance teacher's role is to base the class from the themes that has been discussed during the first part in the classroom. • The dance teacher's role is to base and connect the class content on what were discussed, thematically, during the first part of the lesson, which takes place in the classroom, in order to create a new and deeper learning method. • The dance teachers' role is to promote the creation and the narrative flow of the activities with the students and analyse with the teachers the results in order to improve the applied methodology. • During the pre activities the students will be offered basic notions of the importance of sun, its harmfulness etc. This to start the mind stimulation for the coming improvisation. • The dance teachers together with the regular teachers will stimulate the students with questions to enhance the flowness of creating a dance. • In the end of the class the dance teacher has a short discussion and conversation with the students about what has been done and happened during class. <p>Preparation that's should be done before class:</p> <ul style="list-style-type: none"> • To actively make a music choice for the class, that will inspire the students and allows them to connect to the elements and subjects that's been done and discussed. • A general go threw with the regular teachers of the class content before start. <p>The main challenge is to create the right atmosphere and motivation in the students and a good team work will be support to motivate the students.</p>
<p>Expected Outcomes</p>	<p>By the end of the lesson, the learners will have learnt about</p> <ul style="list-style-type: none"> • the use and importance of solar energy • why the sun today is harmful • the harmful effects of the sun and how to avoid them.
<p>Evaluation</p>	<p><i>Please comment on the folowing issues:</i></p> <ul style="list-style-type: none"> • Aims (achieved / partially achieved / not achieved at all) • Teaching Aids (appropriateness / appeal) • Activities (the flow, difficulties, suggestions)



d) Lesson Plan for Environmental Education: Water

Duration	Maximum 60 minutes for each sessions of art form activity Total number of sessions n. 6
Art form	Dance
Teaching points <i>(the subject matter of the lesson)</i>	<ul style="list-style-type: none"> • Importance of water for life • Ways to save water • Water cycle in nature • The causes and effects of water pollution • Ways to prevent water pollution • Some interesting facts about water
Aims	<ul style="list-style-type: none"> • To increase students' awareness of the importance of water for life • To inform students about the ways of saving water • To develop an understanding of the process of water cycle in nature • To help students understand the causes and effects of water pollution • To inform students about the ways to prevent water pollution • To teach students some interesting facts about water
Lead-in Questions	<ul style="list-style-type: none"> • Why is water important for life? • Is water always in liquid form? • Does water in nature ever disappear? • What do you know about water pollution? (Causes, effects and the ways to stop/reduce it)
The teaching procedure (activities) <i>What activities will be used?</i> <i>What are the pre, while and post activities?</i> <i>How long will each stage last?</i>	<p>Creative thinking, brainstorming, observation exercises to help students generate creative movement through expressive dance.</p> <ul style="list-style-type: none"> • The dance teachers are first involved in the ordinary lesson where the students ordinary teacher explains the water cycle. • Then the class teacher introduces the dance teachers to the children and the teachers will ask the children to follow them to the dancespace (a room with an open space for moving and equipped with sound system). • The dance teachers follow a lesson in the classroom, inspired by that lesson they do a small improvisation exercise about the subject, to introduce how to put movement in to dance. 10 min • With different improvisation exercises, the students will create movement based on the subject that was spoken about in class. Then the dance teacher connects the movements in to a longer "story", always connecting back to the subject being taught at the lesson in the classroom. Music from different genres will guide in the process. 25 min • Usually the students are divided in 2 groups, so they can see the result of movement. • After every dance lesson, everyone sit down and discuss what they see the other group doing and connect back to the lesson in the class room. Whith this, the students remember and explore the topic discussed in class. 10 min <p>Usually the dance lesson is 45min.</p>

<p>Teaching aids</p>	<ul style="list-style-type: none"> • Umbrellas if possible • Textiles • Big room with no disturbing props • Stereo/sound system <p>Preferably a rooms without windows so that no other kids can look in to the process (often intimidating for the creative process when improvising)</p>
<p>Classroom management <i>What is the role of the teacher?</i> <i>What is the role of the artist?</i> <i>What instructions will be given to the students?</i> <i>Are there any anticipated difficulties? (your suggestions to overcome the difficulties)</i> <i>What/Are there any preparations do the teachers and the students need to do?</i></p>	<ul style="list-style-type: none"> • The teacher’s role is to lead the planned activities and to motivate the students and enhance their participation. • The dance teachers’ role is to promote the creation and the narrative flow of the activities with the students and analyze with the teachers the results in order to improve the applied methodology. • During the pre-activities the students will be offered basic notions of the importance of the water cycle through illustrations and videos. Then the dance teachers will give the creative hints to produce the characters and the dance about the water cycle. The dance teachers will stimulate the students with questions to create together the dance. • The main challenge is to create the right atmosphere and motivation in the students and a good team work will be support to motivate the students • The preparation will be done during the pre activities with regards to the basic notions about the water cycle and its importance for life.
<p>Expected Outcomes</p>	<p>By the end of the lesson, the learners will have learnt</p> <ul style="list-style-type: none"> • the importance of water for life • about the ways of saving water • the process of water cycle in nature • the causes and effects of water pollution • about the ways to prevent water pollution • some interesting facts about water
<p>Evaluation</p>	<p><i>Please comment on the following issues:</i></p> <ul style="list-style-type: none"> • Aims (achieved / partially achieved / not achieved at all) • Teaching Aids (appropriateness / appeal) • Activities (the flow, difficulties, suggestions)
<p>Resources for teachers</p>	<p>Videos and animations in English language: http://www.youtube.com/watch?v=o_coZzZfC8c&feature=fvwrrel The animation shows one molecule of water completing the hydrologic cycle. Credit: NASA/Goddard Space Flight Center Source: http://svs.gsfc.nasa.gov/goto?10501 Category: Istruzione Licence: Licence YouTube standard</p> <p>http://www.youtube.com/watch?v=YswL4dIDQuk The video could be used by the IT Teachers to combine natural science with second language learning</p> <p>Clouds: http://www.youtube.com/watch?v=j_4iTUMEGt8 The video is about cloud types</p>



	<p>Music and basic vocabulary in English.</p> <p>Videos and animations in Italian language: http://cicloacqua.altervista.org/ciclo/cycle.html http://www.scuoladecs.ti.ch/et/casa/PDF/acqua.pdf http://www.youtube.com/watch?v=5hoKoj5agN8</p> <p>Video with a short introduction in IT Language showing different types of clouds</p>
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e) Lesson Plan for Environmental Education: Wind Energy

Duration	Maximum 60 minutes for each session Total number of sessions: 4
Art form	Dance
Teaching points <i>(the subject matter of the lesson)</i>	<ul style="list-style-type: none"> • Wind energy • Interesting facts about wind and its movement • The origins of nature catastrophes caused by wind
Aims	<ul style="list-style-type: none"> • To help students learn how electricity is generated from the wind by using a wind turbine. • To raise students' awareness of the benefits of wind energy for nature. • To explain what kind of different nature catastrophes can be caused by wind, what happens and how it starts.
Lead-in Questions	<ul style="list-style-type: none"> • Can we generate electricity from the wind? • What is a wind turbine? Have you ever seen one? • Does the energy from the wind pollute the air? • What are the benefits of wind as an energy source? • Why are there tornados, hurricanes and cyclones? • When these phenomenon's are created, what happens in the air?
The teaching procedure (activities) <i>What activities will be used?</i> <i>What are the pre, while and post activities?</i> <i>How long will each stage last?</i>	<p>Creative thinking, brainstorming, observation exercises to help students generate creative movement through expressive dance.</p> <ul style="list-style-type: none"> • The dance teachers are first involved in the ordinary lesson where the student's ordinary teacher explains about wind energy. Also nature catastrophes are mentioned and discussed in third lesson. • Then the class teacher introduces the dance teachers to the children and the teachers will ask the children to follow them to the dance space (a room with an open space for moving and equipped with sound system). • The dance teachers follow a lesson in the classroom; inspired by that lesson they do a small improvisation exercise about the subject, to introduce how to put movement in to dance. 10 min • With different improvisation exercises, the students will create movement based on the subject that was spoken about in class. Then the dance teacher connects the movements in to a longer "story", always connecting back to the subject being taught at the lesson in the classroom. Music from different genres will guide in the process. 25 min • Usually the students are divided in 2 groups, so they can see the result of movement. • After every dance lesson, everyone sits down and discuss what they see the other group doing and connect back to the lesson in the classroom. With this, the students remember and explore the topic discussed in class. 10 min <p><i>Usually the start in the classroom is 15 min and the dance lesson is 45min.</i></p>
Teaching aids <i>(cards, crayons, paper, pictures etc)</i>	<ul style="list-style-type: none"> • Textiles • Big room with no disturbing props • Stereo/sound system <p>Preferably a rooms without windows so that no other kids can look in to the process (often intimidating for the creative process when improvising)</p>
Classroom management <i>What is the role of the teacher?</i> <i>What is the role of the artist?</i>	<ul style="list-style-type: none"> • The teacher's role is to lead the planned activities and to motivate the students and enhance their participation. • The dance teacher's role is to base the class from the themes that has been discussed during the first part in the classroom.

<p><i>What instructions will be given to the students?</i></p> <p><i>Are there any anticipated difficulties? (your suggestions to overcome the difficulties)</i></p> <p><i>What/Are there any preparations do the teachers and the students need to do?</i></p>	<ul style="list-style-type: none"> • The dance teacher's role is to base and connect the class content on what were discussed, thematically, during the first part of the lesson, which takes place in the classroom, in order to create a new and deeper learning method. • The dance teachers' role is to promote the creation and the narrative flow of the activities with the students and analyse with the teachers the results in order to improve the applied methodology. • During the pre activities the students will be offered a basic knowledge of what wind energy is, how it works, it's positive and negative effects. This to start the mind stimulation for the coming improvisation. • The dance teachers together with the regular teachers will stimulate the students with questions to enhance the flowness of creating a dance. <p>In the end of the class the dance teacher has a short discussion and conversation with the students about what has been done and happened during class.</p> <p>Preparation that's should be done before class:</p> <ul style="list-style-type: none"> • To actively make a music choice for the class, that will inspire the students and allows them to connect to the elements and subjects that's been done and discussed. • A general go threw with the regular teachers of the class content before start. • The main challenge is to create the right atmosphere and motivation in the students and a good team work will be support to motivate the students.
<p>Expected Outcomes</p>	<p>By the end of the lesson, the learners will have learnt</p> <ul style="list-style-type: none"> • how electricity is generated from the wind by using a wind turbine, • about the benefits of wind energy. • winds effect on nature and the earth
<p>Evaluation</p>	<p><i>Please comment on the folowing issues:</i></p> <ul style="list-style-type: none"> • Aims (achieved / partially achieved / not achieved at all) • Teaching Aids (appropriateness / appeal) • Activities (the flow, difficulties, suggestions)

