

I KNOW MY ENVIRONMENT, I PROTECT THE FUTURE!

Section

In this activity, students will examine the environmental challenges facing their communities and take an active role in addressing them. By planning and organizing awareness campaigns, they will discover how local action can reduce the risks and impacts of potential environmental disasters, while also strengthening their civic responsibility and problem-solving skills.

Lesson

Social Studies

Grade

5

Learning Objectives

Students will analyze environmental issues in their communities by organizing awareness events aimed at mitigating the effects of potential disasters in their areas.

Duration

2 Lesson (80 Minutes)

Required Materials

- ✓ Photos related to disaster risks in the local environment (floods, piles of garbage, construction along riverbanks, etc.)
- ✓ Coloured cardboard, pencils, glue, scissors
- ✓ A3 poster paper (1 per group)
- ✓ “Awareness Form” (measurement tool)
- ✓ Internet-connected projector
- ✓ Local environmental observations brought by students (photos, short videos, brochures, etc.)

Preparation and Implementation

- Ask students to observe and photograph environmental threats (e.g., trash accumulation, construction along riverbanks, dried-up forests, etc.) in their neighbourhoods or surrounding areas one week in advance.

PROCESS

1 INTRODUCTION (10 Minutes)

- The images in Annex 1 are projected onto the board for the students to see:
(Overflowing stream, houses built on sloping terrain, area after a forest fire).
- Then the following question is asked:

“What do these images tell you? Have you seen anything similar in your neighbourhood or where you live?”

2 DISCUSSION (10 Minutes)

Students are asked the question, “What environmental problems can lead to disasters?”

The following sample headings are written on the board:

- Deforested areas → Landslides
- Dumping trash into riverbeds → Floods
- Concrete construction → Flooding
- Excessive water use → Drought

3 IMPLEMENTATION (60 Minutes)

- ✓ Students are divided into groups of 4-5. Each group discusses which environmental issue brought by one of the students to select.
- ✓ Each group prepares an “Awareness Poster” that includes the environmental threat they have selected.

The poster must include:

- Brief introduction of the observation site
 - Potential disaster type (flood, landslide, fire, earthquake, drought, etc.)
 - Individuals and groups that may be affected by this threat (children, the elderly, etc.)
 - Proposed solutions (individual, social, municipal)
 - “What can I do?” section
- ✓ Each group presents the poster they have prepared with a short 2-minute presentation. During the presentation:
 - How they made their observations
 - Why the issue is important
 - How they contributed to society are emphasized.
 - ✓ After the presentations are completed, the posters are hung on the classroom bulletin board.

Annex 2: Scale A is administered individually to students; Scale B is administered to groups.

EVALUATION

- 1 Use the scale in Annex 2 to make your assessment.

RECOMMENDATIONS

- 1 A real “Disaster and Environmental Awareness Board” can be prepared with the students at school.
- 2 Families can be invited to the school to watch student presentations through the posters on the board.
- 3 The most creative poster can be shared on the school's social media account.

ANNEX: 1



ANNEX: 2

A. AWARENESS FORM

Assessment Question	Yes	No
I noticed environmental problems in my neighbourhood.	<input type="checkbox"/>	<input type="checkbox"/>
I learned that these problems could increase the risk of disasters.	<input type="checkbox"/>	<input type="checkbox"/>
I talked to my family about this.	<input type="checkbox"/>	<input type="checkbox"/>
I have become aware of my own responsibility.	<input type="checkbox"/>	<input type="checkbox"/>
I actively participated in group work.	<input type="checkbox"/>	<input type="checkbox"/>

B. GROUP EVALUATION

Criteria	4 (Very Good)	3 (Good)	2 (Partially Good)	1 (Insufficient)
Correct identification of the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correct establishment of the disaster connection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity of the awareness campaign	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group cooperation and task sharing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>