



HIGHLIGHTING URBAN GREEN SPACES FOR EDUCATION. LESSON MATERIALS

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1. HUGS LESSON 1

Introduction to this resource

This HUGS lesson is designed to promote the development of transient art around the school grounds. It is suitable for urban environments and does not require a rural or semi-rural environment. It is suitable for schools where it is not possible to leave the school grounds.

The natural has inspired and is continuing to inspire artists to create art using the natural environment. Looking at the environment around you there is an abundance of colours, textures, and forms to exploit for an art class.

Learning goals

- Vocabulary related to nature.
- Speaking skills are promoted through discussion of the materials used, the design of the artwork, presentation of the art and judgement of other students work.
- The promotion of emotional intelligence through the discussion of the students feelings in relation to their outdoor experience and their artwork

Age group and level

Primary learners.

Duration

60 minutes.

Materials

An outdoor space around the immediate school building, its grounds or periphery. A selection of natural materials from around the school. Should the school not have any natural materials in abundance, the teacher can bring some materials from home. These materials should be of various sizes, shapes, textures and if possible, smells:

- Leaves.
- Twigs.
- Flowers, petals, blossoms, seeds and nuts.





- Sand, stones, gravel and pebbles.
- Wood, bark and nesting materials.
- Dead insects, decarnated osseous material from animal remains and feathers.

Activity procedure

Step 1. The teacher places students in pairs.

Step 2. Teachers asks the students to for a picture frame with their hands. The teacher demonstrates. They are to hold their 'frame' skyward, towards the ground, trees or bushes and describe what they see.

Step 3. Teacher explains to the students that they are going to create a picture or piece of art on the ground. Their 'picture' or sculpture can only be created within the space of one metre. The teacher can select a dry area of concrete, grass, mud, or uneven surface.

Step 4. Students are given time to collect natural materials from around a specified area of the school grounds. Tell the students they can only use materials they find on the ground. Alternatively, the teacher can bring in the 'art' materials. Teacher monitors.

Step 5. Students discuss a design. Teacher monitors.

Step 6. Students create their pieces of art. If students have smartphones, they can take a picture of the work to be printed and posted on the classroom wall for later evaluation. Teacher monitors.

Step 7. When the activity has concluded, students give their opinion of each others work. Teacher monitors.



2. HUGS LESSON 2

Introduction to this resource

This HUGS lesson is designed to promote the development of Spanish vocabulary related to the weather and climatic conditions, and the present simple through kinaesthetic and oral activities.

Learning goals

- Vocabulary related to the weather and climatic conditions.
- Speaking skills are promoted through discussion of the weather.
- Confidence building when speaking Spanish.

Age group and level

Primary learners, CEFR A1/2.

Duration

45 minutes.

Materials

- Prepared worksheet.
- Quiet space.
- Flash card with weather conditions.

Activity procedure

Step 1. Teachers elicit the names in Spanish of the area around the learning space, sights, smells and what they can hear.

Step 2. The teacher places students in pairs. The teacher mimes cloudy or hot weather and the students try to guess what the weather is like. The teacher can use the flashcards for differentiation.

Step 3. The teacher invites each student to read the Spanish constructions on the worksheet. The teacher monitors for accuracy and pronunciation.

Step 4. The teacher asks ¿Cuál es el clima de hoy? Students respond appropriately using the construction on the worksheet. The teacher monitors for accuracy and pronunciation.



Step 5. In pairs, students take turns to ask each other the question miming the response a questioner must guess what the weather is like. The teacher monitors for accuracy and pronunciation.

Step 5. When the activity has concluded, the teacher feeds back any errors and drills pronunciation as required. Teacher monitors.

Worksheet

¿Qué tiempo hace hoy?

In pairs, match the following words 1 - 17 with A-Q.

Worksheet

¿Qué tiempo hace hoy?

In pairs, match the following words 1 - 17 with A-Q.

1. Hace frío **It's cold.**
2. Hace mucho frío **It's very cold.**
3. Hace calor **It's hot.**
4. Hace mucho calor **It's very hot.**
5. Hace fresco **It's chilly.**
6. Hace buen tiempo **The weather's nice.**
7. Hace mal tiempo **The weather's bad.**
8. Está nublado **It's cloudy.**
9. Está soleado **It's sunny.**
10. Está despejado **It's clear.**
11. Está ventoso **It's windy**
12. Está tormentoso **It's stormy.**
13. Está lloviendo **It's raining.**
14. Está nevando **It's snowing.**
15. Hay viento **Its windy.**
16. Hay niebla **It's foggy.**
17. ¿Cual es el clima de hoy? **What's the weather like today?**

- a. It's clear
- b. It's raining
- c. Its windy
- d. The weather's nice
- e. It's stormy
- f. It's cloudy
- g. It's chilly
- h. The weather's bad
- i. It's foggy



- j. It's snowing
- k. It's cloudy
- l. It's sunny
- m. It's cold
- n. It's very cold
- o. It's hot.
- p. It's very hot.
- q. What's the weather like today?



3. HUGS LESSON 3

Introduction to this resource

This HUGS lesson is an example of play-based learning where students learn the basics of construction, basic physics, learn about the environment and how to build a shelter.

Learning goals

- Vocabulary related to imperatives.
- Speaking skills are promoted through discussion of how to construct the structure.
- The promotion of emotional intelligence through the discussion of the students feelings in relation to their outdoor experience.

Age group and level

Post-primary of Secondary learners.

Duration

45 minutes.

Materials

- An outdoor space in the school grounds.
- Natural and man-made infrastructure: bushes, trees, railings, walls or posts.
- Bashes, tarpaulin, heavy-duty bin bags, plastic sheeting, old shower curtains, old bed sheets or throws, old blankets.
- Bungees, Ropes or String.
- Wooden or steel pegs or strong twigs, string or bungees for attaching.
- A bucket or container for water.

These materials can be recycled and reused for future activities.

Activity procedure

Step 1. The teacher places students in pairs

Step 2. The teacher demonstrates a basic knot. Students watch and copy. Teacher monitors.



Step 3. Explain that the pairs are to be given materials to create a waterproof shelter. The knot will help them in the construction of their shelter. All the students must fit into their respective shelters. It must be built with an entrance and an exit. Teacher instruction checks. The shelter also must be waterproof.

Step 4. Students construct their shelters and teacher monitors.

Step 5. When the activity has concluded, students test the shelters by pouring water to test if it is waterproof. Students give their opinion of each others shelter. Teacher monitors and CCQs to see if students understand to plus and the negatives of a particular construction.

Step 6. Teachers or students can photo the shelters inside and out. This can be used by the students to create instructions on how to build a shelter.



4. HUGS LESSON 4

Introduction to this resource

This HUGS lesson the students will create a map of their immediate surroundings noting physical and geographical features and promoting spatial awareness. Students can also create a sound map and key.

Learning goals

- Vocabulary related to geography and man-made physical structures.
- Speaking skills are promoted through discussion of the children's immediate man-made and natural environment.
- The promotion of emotional intelligence through the discussion of the students feelings in relation to their outdoor experience.

Age group and level

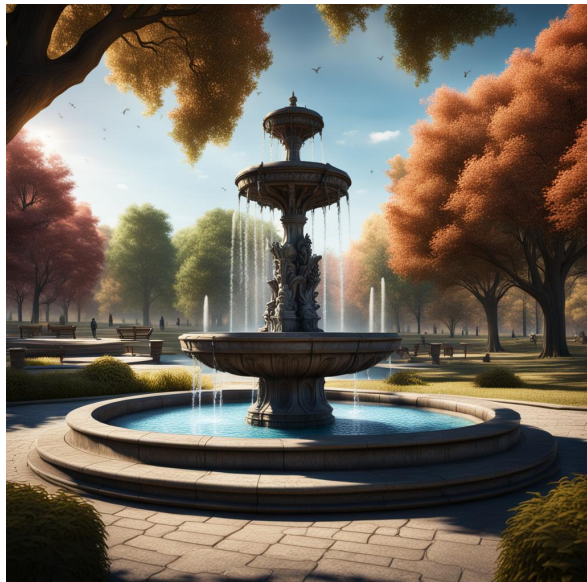
Post primary secondary students.

Duration

60 minutes.

Materials

- A safe outdoor environment. If children are allowed outside the school grounds with a teacher a local park is a good option. If not, students can use the school building and the school grounds.
- Pen, pencil and coloured pencils.
- Teacher-produced worksheet with the basic outline of the map.
- Recording device.





Activity procedure

Step 1. The teacher shows students flashcards of geographical and man-made features, and the students guess what they are these can be simple line drawings of trees, buildings walls, steps, ponds and bridges, and compass directions.

Step 2. The teacher explains that the students will be making a visual and sound map of their school grounds or the local streets and park. Students are to include as much detail as possible in their map.

Step 3. Students form pairs. The teacher sets a time limit and rules of conduct for the students as they map their environment visually and aurally.

Step 4: Students 'survey' the areas to be mapped and begin drawing and recording the map. Teacher monitors for accuracy.

Step 5: Once the maps have been completed, the students present their map to the class. Teacher monitors.



5. HUGS LESSON 5

Introduction to this resource

This HUGS lesson is an example of play-based learning where students learn how to make basic campfire bread over an open fire. Many cultures have used a similar recipe. Neolithic cultures were amongst the first to use the stick-over-fire cooking technique and is still used by campers today.

Making the bread and cooking in this manner is fun. It can be used as a basis for CLIL lessons in cooking, chemistry, math and survival and safety lessons.

This activity can be used by history, home economics teachers or chemistry teachers. Different ways of fire-making can be built into the lesson.

Learning goals

- Vocabulary related to imperatives, cooking and fire safety.
- Speaking skills are promoted through discussion of how to make campfire bread.
- The promotion of emotional intelligence through the discussion of the students feelings in relation to their outdoor experience.

Age group and level

Post-primary students.

Duration

60 minutes.

Materials

- Self-rising flour.
- Sugar.
- Water or milk.
- A pot or packet of jam, Nutella or meat paste (pate).
- A spoon.
- A pot.
- Some branches (cleaned).
- Small barbecue drum (or dig a hole in the ground to host the campfire).
- Charcoal (and an accelerant).
- Matches.



Activity procedure

Step 1. The teacher explains to the students that they will make a fire, prepare simple dough, fashion the dough around a stick, cook till ready and eat.

Step 2. Instruction checks with the students on the safety rules.

Step 3. Students prepare and ignite the fire (if permitted by the education authorities and the student's parents). Teacher monitors.

Step 4. Students combine all the ingredients in a bowl and mix with their hands or with a spoon. The dough should be smooth and not lumpy. It should be kneaded thoroughly. Teacher monitors.

Step 5. The teacher demonstrates to the students how to put the dough on the stick by rolling it into a sausage and twisting or squeezing it onto the stick or twig.

Step 6. Put the stick over the fire turning it occasionally and cook until golden brown.

Step 7. Eat with jam or other paste.





6. HUGS LESSON 6

Introduction to this resource

The basic purpose for which most simple machines are designed is to reduce the effort (force) required to perform a simple task. So, they have helped humans achieve engineering on incredible scales.

An examination of the parts of a pulley that carry a flexible rope, cord, cable, chain, or belt on its rim.

Knowledge of pulleys composed by wheel and rope used to lift heavy objects onto tall heights.

Learning goals

- To become aware of the different features of pulleys.
- To observe how seemingly difficult tasks can be easy thanks to simple machines.
- To have information about how to create and operate a simple machine.
- To provide a great way to approach teaching simple machines for kids is by giving them a good, solid overview.

Age group and level

Primary students.

Duration

45 minutes.

Materials

Pulley.

Activity

First explain the necessary information about the simple machine.

And then show the steps to set up the machine and how to use it.

Request that an overweight student sit on the chair.

Request that another thin and weak student use the simple machine to lift the student to the top.



What we can gain from the activity?

Simple machines are really important in the world of construction, engineering and mechanics, so they're naturally important for children to learn about. This branch of Physics can feel quite abstract for some children.

Sometimes students may not understand how functional the simple machine is but students who see the machine and use it, will understand its functionality very well.

Could an underweight student pull a heavy friend up with the help of a machine?

Point of instruction: With the help of the simple pulley, a weak student could lift a heavy friend easily.

What did the students discover?

Students learned that the how seemingly difficult tasks can be easy thanks to simple machines. They could create cross-curricular links with this subject by looking into the force dealt with by different simple machines.





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