

Life Terra: Terra Mission

Educational sustainability course for ages 11-14

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At the end of this document you will find a [teacher guide to the introduction lesson](#).



General

Terra Mission is an educational Life Terra sustainability course developed by Gynzy for primary schools. The course consists of 8 themes, an introduction lesson and a closure lesson. This course is developed for students aged 11-14.

Using inspiring sources and examples, they challenge you to enter into an exchange with your students. Then students are asked to investigate themselves, both inside and outside school: What is the situation like in my surroundings? What can I do? The themes can easily be integrated into most European curricula and courses at school. They have increasing difficulty levels: from issues close at hand (in and around school) to issues looking at the bigger picture (nationwide versus global).

At the start of each theme, you can drag the leaf over to the tree. With each theme the tree will grow by getting more leaves!

Build up

Each theme (except for the introduction and closure lessons) consists of:

- An interactive digital whiteboard (IWB) lesson with information, exercises and films.
- Teacher guide with worksheet answer key.
- A worksheet

The **interactive digital whiteboard lesson** (except for the introduction and closure lessons) consists of the following items:

- **INTRODUCTION:** During the introduction you activate prior knowledge regarding the theme and discuss the lesson learning goals.
- **INSTRUCTION:** Within each theme the instruction consists of the same three elements:
 - *Problem:* the problem related to the theme is discussed.
 - *A solution:* The (possible) solutions to the problem are presented.
 - *What can you do?:* What (small) steps can students take themselves to help solve the problem.
- **WORKSHEET:** Consequently, the students work individually on the worksheet. Some of the exercises can be done in pairs or small groups.
- **PRACTICAL ASSIGNMENT:** Students can work in groups with the practical assignment (for example: make a poster). Check first what materials you may require.
- **CLOSING:** Discuss the answers to the worksheet with the students. Depending upon the exercises you could let the students who have worked in pairs or groups to present their answers and then discuss as a class. Then, review the learning goals. If there is not enough time for the practical assignment, agree when they can work on it and when it needs to be presented.
- **OUTDOOR EXPERIENCE:** The outdoor experience can vary from an experiment at school to visiting a farmer. Extra materials and preparation may be required.
- **EXTRA:** Extra material is offered at the end of each lesson, such as information or films. There are also fun activities such as hangman or concentration!



Preparation tips

Learning goals

A number of learning goals are handled within each theme. These goals can be divided into goals that deal with the 'problem and solution' and others that fit with 'What can you do?'.

Key vocabulary

A key vocabulary list is included with each theme to help understand the terms used in that theme. If a word is unknown to the group, you can explain the term further.

The introduction

The theme introduction sometimes requires you to prepare something. Possible materials may be needed.

The worksheet

When preparing the lesson it is a good idea to print out the worksheet beforehand.

The practical assignment

Depending upon the practical assignment, some extra preparation may be required. Sometimes extra materials are needed, or arrangements need to be made, for example when planning a visit to a farm.

The outdoor experience

Of course, you are free to decide on the best way to carry out the outdoor experience. Depending on, for example, the location and the surroundings of the school, the assignment will require more or less preparation. Check beforehand which materials will be needed and whether anything needs to be arranged, for example, to supervise the students during the assignment.

Suggestions on how to use the course

Every group is unique

All the digital teaching materials within Gynzy are made so that they can easily be adjusted to better suit the unique (starting) level of the group. For example, extra information can be added or pages can be removed, if that material has already been covered. You can do this by saving the lesson under your own account. This account is [free](#). From then on you can edit the lesson as you wish and save the changes. So you can decide for yourself how you want to use the course materials.

We would like to give you some important suggestions on how to prepare, adapt and teach the course.



Do I have to follow the course in order or can I just use themes that correlate with our own program?

The themes do not have to be given in the order offered. However, for a number of themes, suggestions are given for a preferred order. This is because there may be an overlap in the subject matter. Check the teacher guide of the relevant theme at: 'Suggestions to related themes' for this information.

Suggestions to related themes

In each theme teacher guide you will find a block like this, giving suggestions to themes that may overlap or continue on the subject matter. You may also find concepts in the lesson that have already been dealt with in previous themes.

Do I have to complete the whole theme in one go?

Because of the extensive material in the IWB lesson, it is possible to break down a theme into different parts in different ways:

- For example, you could choose to first deal with the `problem and solution` sections of the theme, including the worksheet questions that go with these sections. Each worksheet is divided into `problem and solution` and `What can you do? In a subsequent lesson you can briefly review the discussed `problem and solution` part of the lesson and continue with the `What can you do` part of the instruction and worksheet.
- Integrate working on the assignments in your weekly planning. You can choose to work on the worksheet, the practical assignment and the outdoor experience at different times. The worksheet, for example, can be added to the weekly task. The practical assignment and/or the outside experience could be assigned to a moment when there is time to work on a project. You can also schedule times at the end of the theme to do the debriefing, presentations and conclusion.
- Let students that are finished, start working on the practical assignment (provided it can be done in the class or at school).
- Let students that are finished with the worksheet, start working on the practical assignment (provided it can be done in the class or at school). Schedule a moment in the week when the practical assignments can be discussed/presented.
- There is extra material provided at the end of each lesson. Materials such as a game or extra film. You can use these materials as a means of ending the lesson as a group.

We use Social Studies method X. Do I have to cover all of the lesson material?

Each theme has its own content and learning goals. Depending on whether or not a Social Studies method is being used at school, there may be an overlap in the subject matter. In that case, choose the theme that best fits the subject matter being covered at that time. And make choices as to whether certain parts should be taken out of the lesson or dealt with more rapidly.



The Gynzy IWB and interaction tools

Take [this tour](#) to learn more about the possibilities of Gynzy.

In every IWB lesson you will come across different interaction tools. It is possible to click on boxes, reveal text and drag answers to the right spaces.



Drag the hand to reveal the **answers**.

When you see an arrow or hand you can drag the object. This allows you to drag the answer to the right space or to reveal the answer to the question. There are also orange buttons with text and cards with pictures that can be dragged to the right space.



By clicking on 'home', you can always return to the lesson's table of contents. Here you can use the page links to navigate quickly through the lesson.



If the arrow tool is selected, you can click on the shaded area to reveal the contents, such as text.



If the arrow tool is selected, you can drag or click on the shaded area to reveal the contents.



Click here to start the film. Some films will open in a new window.



Click on the double arrows in the top left corner to open the notepad. This often includes extra information.



Use the pen tool to write on the board, for example to write down student's answers.

Introduction lesson

Teacher guide - Ages 11-14

Preparation

Review the lesson material and watch the videos before the lesson. Do some preparation on the topic. For the Introduction some materials are required (see Materials section below). Feel free to add any resources or materials you have available to enrich the lessons. Also check the Introduction lesson Teacher guide for useful tips and suggestions for preparing and giving the lessons within a theme.

Introduction

[Slide 3 and 4]

Watch the film about *Fast Fashion*. Discuss the film and ask if the students were aware that this has to do with buying clothes. Ask whether, now that they know more about this, has it influenced their behaviour? Then use the word web to inventory what they know about themes such as climate, environment and economy. Decide together with the group which word should be in the middle.

Exploration

[Slide 5 - 9]

Briefly discuss with the students what Life Terra is and what their purpose is.

Explain that the students will be working on their own mission: Terra Mission.

They will learn about different problems, solutions and what they can do to save the environment. And how planting trees can help. After all, we only have one earth and we have to take good care of it.

Show the film.

[Slide 10 and 11]

Drag the coverings away to show the students what they will be doing. Their final goal is to earn their own one and only *Terra Mission* certificate!

[Slide 12 - 20]

Take a quick look at all the different themes.

Watch the film.

Polls and statements

[Slide 21 - 23]

Use the polls to gauge the extent to which topics such as climate and the environment are already on their minds. Use the arrows next to each answer to indicate how many students gave a particular answer. If necessary, students can explain their answer. Then watch the film.

[Slide 24 - 26]

To use the statements, designate two areas in the classroom. One area you walk to if you disagree with the statement, the other if you agree with the statement. Let the students make



their choice and then ask them why they agree or disagree. Emphasise that there are no wrong answers. You can ask students if they want to switch places after having heard other student's explanations.

Practical assignment

[Slide 27]

Have the students collect articles on climate and environment from newspapers, magazines and other sources. Place these articles on the notice board / magnetic whiteboard. While working with the lesson packet, let the students update the board adding more articles they have found. For example, plan a time for this on Mondays to make additions to the board. At the end of the whole lesson packet, these articles, together with the knowledge gained in the themes, form the input for the final assignment in the final lesson.

Closing

[Slide 28]

Discuss with the class who can do something about the climate and the environment. And, if possible, discuss which topic you will be working on next time.

Outdoor experience

[Slide 29]

Take a walk with the students outside around the school to observe their surroundings. Can they see what the state of the environment is? What things can they see that have to do with the environment?

Extras

[Slide 30-34]

Memory

Create an environment day calendar: Note: Warm Sweater Day is an initiative of the Dutch Climate Alliance.

Song: Earth, We're in it Together (and a dance tutorial!)

Materials

- Newspapers, magazines
- A notice board or magnetic whiteboard to hang up the articles needed for the practical assignment.

