

Starting the School Year with **Kognity**

Topic: 1 Foundations of Environmental Systems and Societies

Lesson: Ready for Action Lesson Plan

Subject: Environmental Systems and Societies



What can I use this lesson plan for?

This is a great lesson plan for introducing students to both the ESS curriculum and Kognity's platform features in the first few days of school. As the year progresses, you can use these activities with different sections of the ESS digital book.

You can start teaching ESS at any topic or subtopic of the textbook. However, our recommended starting place is Subtopic 1.1 (Environmental Value Systems) because:

- It is new to most students
- It underpins and familiarizes students with most of the other topics

Lesson Objectives:

Students will be able to apply Kognity's digital textbook features to classroom learning in Environmental Systems and Societies.

Time Allotment:

Recommended time is *one hour*, however the revision activities provide opportunities for extension.

Materials:

[1.1.0](#) (big picture of EVS), [1.1.1](#) (The environmental movement), poster board and markers (in person), google slides (remote)

Activities with Kognity

Hook

Tell students they are going to start the unit by doing a pre-assessment in their Kognity platform to get a sense of how much they know about Environmental value systems. Students should do the following:

- Head to the practice centre and take the **Strength Test** for Section 1.1 (Environmental value systems).
- When they are done, students should review their answers while they wait for classmates to finish.
- Discuss each of the questions as a class, asking students to share their responses.

Introduction Activity

1. Give a brief introduction of Kognity and the useful features for students, **by explaining that:**
 - The content in each section of the book incorporates **videos, external links, activities and TOK boxes** to enhance students' learning.
 - Each subtopic has a series of **section questions** at the end that allow students to check their knowledge and understanding in small increments.
 - The **practice centre** has exam style questions, strength tests and battles for all topics that allow students to check their knowledge and understanding of each topic. As they engage with the **strength test and battles**, their **strength bar** (on the overview page) will increase, allowing them to keep track of their strong content areas and areas they need to work on.

2. Set section 1.1.0 “Big Picture” as a **reading assignment** for students. The advantage here is that teachers have some way of knowing if the students have read the section. As they read, have students write the answers to these questions in their Kognity notebook:

- What they think they might be going to learn in 1.1
- Questions this has raised about their existing knowledge
- What do they think they already know?
- What do they want to know by the end of the topic?

Group Activity

Think, pair, share (after reading big picture)

- Students get into pairs and share their answers. (If you have some students who are totally new to Kognity and some who have used it before, it could be helpful to pair them up.)
- Start a question board for the class to post their answers to share with the class

Independent Activity

Section 1.1.1 (The environmental movement)

- Watch the **video**, “[History of Environmentalism](#),” and read the section.
- The section starts with “*Man does not weave this web of life. He is merely a strand of it. Whatever he does to the web, he does to himself.*” - Chief Seattle (Chief of the Dkhw’Duw’Absh tribe)

Individually - complete the diagram below (students can complete in notebook or Google doc):

- List the causes of the environmental movement
- Explain what they think the quote means
- Write the links between the two in the middle of the diagram

List of the causes of the environmental movement

HOW ARE THEY LINKED?

What does the quote mean?

Revision Activities

At the end of subtopic 1.1, there are several possible activities you can do with your class.

- Students can go back to the **practice centre** to take the 1.1 **Strength test** again as a post assessment, or engage in a **strength battle** with a classmate (these questions encompass all of topic 1)
- As a group, create a poster to show students’ hope for the future. This brings together 1.1.1 and 1.1.2 (students can complete this activity after reading 1.1.2)
- Students can create a mind map to show what their environmental value system is (1.1.2) and why they feel that way