

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 digital platform in the first few days of school. As the year progresses, you can use these activities with different sections of the ESS book.

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

- It is new to most students
- Introduces students to one of the three ESS concepts that they will be exposed to throughout the book. 1.2 and 1.3 cover the other 2 concepts, systems and sustainability, respectively

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 and 1.1.1 (Perspectives), poster board and/or whiteboard and markers (in person) or 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 (Perspectives).
- 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, international mindedness, concept, TOK, and CAS 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 1

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

Read Section 1.1.1 (Perspectives and Worldviews)

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

| Key term | Definition/Explanation | Examples |
|----------------------|------------------------|----------|
| Perspective | | |
| Assumptions | | |
| Values | | |
| Beliefs | | |
| Worldview | | |
| Human-nature Dualism | | |
| Animism | | |

Group Activity 2

- In small groups of 2-4 students, students will first discuss their tables from the independent activity. Then, they will use the information that they obtained from their charts above to make a diagram using markers and whiteboards or poster paper. If the class is remote, the students can use google slides.
- The diagram will have a:
 - Central Circle: Write “Perspectives and Worldviews” in the centre.
 - Branches: Draw branches from the central circle to represent each main concept (Perspective, Assumptions, Values, Beliefs, Worldview, Human-Nature Dualism, Animism).
 - Sub-branches: From each main concept, draw sub-branches to detail definitions and examples.
 - Connecting Arrows: Use arrows to show relationships and influences between concepts (e.g., how assumptions influence perspectives, how worldviews encompass multiple perspectives).

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.
- Students can create a mind map to show what their environmental value system is (1.1.3) and why they feel that way