

Appendix 2. Lesson Plan of Module 6 – Energy Technology and the Environment

Area of Study:	Science, Technology and the Environment
Module 6:	Energy technology and the environment
Theme 2:	The environment and sustainable development
Question for enquiry:	How do the living styles of people and social development affect the environment and the use of energy?
Time required:	80 minutes

Learning objectives:

At the end of the lessons, students should be able to:

- tell what the policy of plastic shopping bag levy is.
- identify the reasons for and against plastic shopping bag levy held by different stakeholders.
- reflect on how the living styles of people and social development affect the environment.

Duration	Objectives	Teaching Activities	Skills	Attitude
20 min	Use a bridge-in to capture students' interest and motivate them to learn	(1) Warm up question – Think <u>about our daily practice</u> Teacher shows photo 1 to the students and ask students to guess the topics of the lesson Source: HKSAR Environment Protection Department website, http://www.epd.gov.hk/epd/english/environmentinhk/waste/prob_solutions/env_levy.html	Self-reflection, Communication	

Duration	Objectives	Teaching Activities	Skills	Attitude
		<p>Ask students to answer question (1) in Worksheet 1 (see Appendix 3) and then raise hands to show whether they did bring what they bought in supermarket home with plastic bags.</p> <p>(2) <u>Group work – Imaginary journey</u> Ask students to discuss, finish and share part (2) “If you were a plastic bag” in Worksheet 1 (see Appendix 3).</p> <p>(3) <u>Individual Task – Rethinking my habit of using plastic bag</u> Ask students to complete part (3) “Plastic-bag diary” in Worksheet 1 and share experience with group members (see Appendix 3).</p>		
5 min	Mastering the facts, understanding the phenomena, clarifying the concepts	<p>(1) <u>Individual Task – Find out the fact</u> Teacher shows photo 2 “Using plastic bags” from website of HKSAR Environment Protection Department</p>		

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		<p>Source:HKSAR Environment Protection Department website, http://news.gov.hk/tc/category/environment/090707/html/090707p011.jpg</p> <p>Ask students to read news clip “plastic bag string” in Worksheet 2 part (1), then share what the news is about and reflect on what the possible consequences can be for their individual actions (see Appendix 4).</p>	Comprehension	
15 min	Building Judgment	<p>(1) Teacher explains the details of the plastic bag levy policy from part “Information” (see Appendix 4).</p> <p>(2) <u>Individual Task: Support or not?</u></p> <p>Ask students to write a paragraph on “Do you support the plastic bag levy? Why?” Invites one or two students to present their ideas (see Appendix 4).</p>	Critical Thinking	
35 min	Considering all sides of the argument, weighing the pros and cons and revising judgement.	<p>(1) <u>Understand the differences and conflicts involved</u></p> <p>Group members read Information A / B / C / D / E individually, and then discuss “Does your group support the plastic bag levy? Why?” and write down their idea in Worksheet 3 (see Appendix 5). Each group presents their opinion and discuss.</p>	Critical Thinking	Demonstrate an understanding and appreciation of different cultures and universal values.

Stage III. Conclusion				
5 min		(1) Teachers help students to summarize “for” and “against” argument. (2) Ask student to finish Assignment 1 and Assignment 2 as homework (see Appendix 6 & 7).		