

Unit Title: Awareness Fission Bomb

Grade Level: III

Unit Length: 42 weeks

Unit Materials & Resources: Identified in detail in master plan

Desired Results		
Goals or Power Standards		
<ul style="list-style-type: none">• To enhance the awareness in learners regarding their local environmental issues.• To enable the learners to identify the difference between global environment and local environment.• To enable the learners to take effective measures to improve the Quality of their local environment.		
<i>Vision: Improving local environment in connection to the global Environment</i>		
Enduring Understandings	Essential Questions	
<i>Learners will understand that ...</i> <ul style="list-style-type: none">• They are responsible for their immediate environment to be clean and healthy.• Keeping their immediate environment clean and healthy will lead to a quality global environment.• They have to play the role of an active and responsible citizen in their environment.	<ul style="list-style-type: none">• What areas of educational system will be subjected to modification in order to meet the said goals and in what preference?• How the resources available will be manipulated to attain the goals?• What strategies will be adopted to convince all the stakeholders?• How the financial resources will be generated through public private partnership?	
Knowledge	Skills	Attitudes
<i>Students will ...</i> <ul style="list-style-type: none">• Differentiate between immediate environment and global environment• Know that how immediate environment relates to the global environment• Identify and enlist all the	<i>Students will be able to :</i> <ul style="list-style-type: none">• Learn the necessary skills to implement the solutions• Implement the solutions for the problem effectively.• Use the low cost	<i>Students will be able to:</i> <ul style="list-style-type: none">• Own their immediate environment• Realize the importance of their role

<p>immediate environmental issues in their community.</p> <ul style="list-style-type: none"> • Find the possible solutions to each problem they identified. • 	<p>materials available in their house effectively for accomplishment of the goals.</p>	<p>regarding their environment.</p> <ul style="list-style-type: none"> • Develop a positive attitude towards global environment.
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Assumptions of the Master Plan

It is assumed that three major themes will emerge as a result of the identification of immediate problems., which are:

- Conservation of resources
- Solid waste disposal
- Poor sanitation

Steps for Implementing Master Plan

- *Constitution of task force*
- *Preparing material for raising awareness among students pertaining to the themes*
- *Conducting workshop for teachers to use low cost material effectively*
- *Collecting and formulating tools for collecting data*
- *Implementing the plan*

Operational Definitions of the terms

Task Force:

Task force will constitute the

- Collaborative and Funding agencies (EPA or PSQCA)*
- School administration*
- School Science Teachers*
- Volunteer Prospective school science teachers (M.S.Ed students)*

Awareness Raising Material

Awareness material will be developed with the help of the members of the task force which will be consisting of videos, relevant interesting stories ,A.V.aids, Reading material, Pictures,

tips helpful for preparing low cost biodegradable materials and knowledge about reusing the material.

Tools for collecting data

- Five point rating scale for environmental related attitudes.
- Achievement test pertaining to the identified environmental issues.

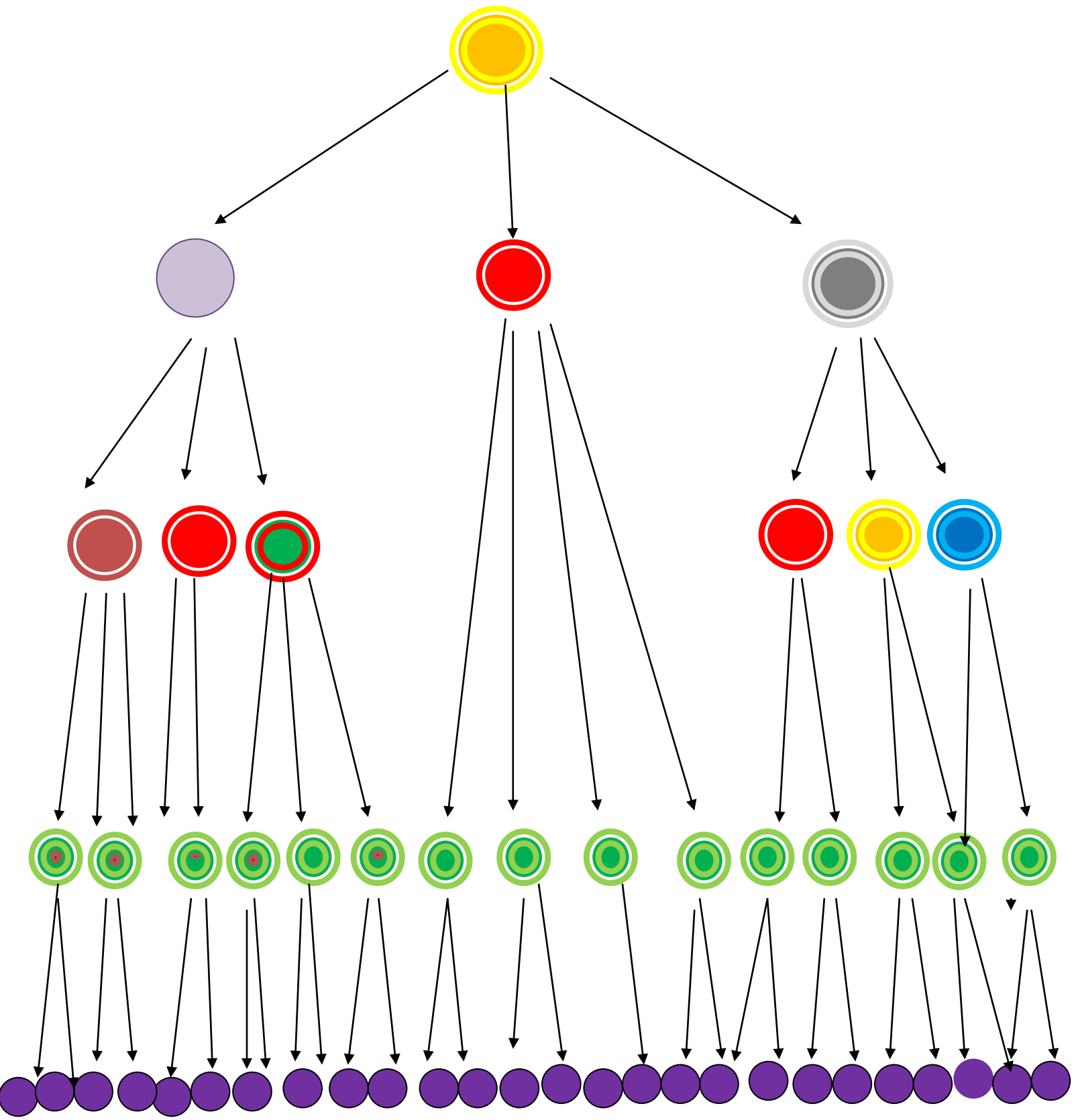
Time Division for Master Plan

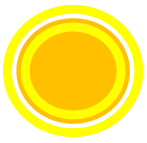
- *Constitution of task force (4 weeks)*
- *Preparing material for raising awareness among students pertaining to the themes(4 weeks)*
- *Conducting workshop for teachers to use low cost material effectively(1 week)*
- *Collecting and formulating tools for collecting data(1 week)*
- *Implementing the plan (32 weeks)*

Stages of Assessment

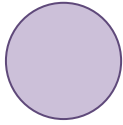
Assessment of the master plan will be parallel to the implementation plan and will take place in five stages	Evidences
1. Assessment of constitution of task force	<ul style="list-style-type: none"> • An agreement between partner (EPA or PSQCA) and project coordinator. • Evidence of consent of school administration. • Membership form of task force filled by science teachers. • Membership form of volunteer prospective science teachers (M.S.Ed) students.
2. Preparation of awareness raising material	<ul style="list-style-type: none"> • Kits of manipulative assessment materials pertaining to each theme identified in the plan stated earlier.
3. Conducting Workshop for Science teachers	<ul style="list-style-type: none"> • Evaluation of task performance and accomplishment of assignments by the science teachers at the end of the day of workshop.

<p>4. Collecting and formulating tools for collecting data</p> <p>5. Successful Implementation of the plan</p>	<ul style="list-style-type: none"> ● Preparation of equivalent form achievement test pertaining to the concepts indentified in themes. ● Development of environment attitude scale ● Statistically significant results gained on achievement tests and environmental scales ● Pictorial evidences of students mastery of skills pertaining to the themes
<p>Learning Plan</p>	
<p>Learning Activities: Each teacher will conduct following activities relating to the identified themes for development of Knowledge skills and attitudes pertaining to the themes identified:</p>	
<ul style="list-style-type: none"> ● Learners will be involved in the plan by: ● Asking them to identify the local environmental problems in their community ● Dividing the students in three groups ● Assigning each theme to each group ● Conducting a pre-test with the tools developed ● Involving them in awareness sessions ● Conducting activities pertaining to the themes ● Taking their activities ● Conducting post tests measuring the components of knowledge and attitude through developed tools. 	
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Trainee of the PELI Institute



School Administration



Science Teachers



Partners



Parents



Prospective Science Teachers



Local Community Leaders



Learners



Community (Family, Friends, Peers)

