4

DepED
DEPARTMENT OF EDUCATION

Lesson Exemplar for Science

Quarter 1
Week
6

DepED MATATAG
BAGONG PILIPINAS
ONE NCR STRONGER TOGETHER

Lesson Exemplar for Science Grade 4
Quarter 1: Week 6

This material is intended exclusively for the use of teachers in the implementation of the MATATAG K to 10 Curriculum. It aims to assist in delivering the curriculum content, standards, and lesson competencies.

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MATATAG **K to 10 Curriculum** **Weekly Lesson Log**	School		Grade Level	4
	Name of Teacher		Learning Area	Science
	Teaching Dates and Time		Quarter	I

	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. *Content Standards*	Learners demonstrate communication skills and open-mindedness in solving environmental issues.			
B. *Performance Standards*	By the end of the Quarter, learners describe chemical properties of materials and its changes when exposed to certain conditions; demonstrate an understanding that science processes can solve everyday problems; use creativity and determination to provide examples; and exhibit objectivity and open-mindedness in gathering information related to environmental issues and concerns in the community.			
C. *Learning Competencies*	Identify issues and concerns in the local community and cite ways on how they could be addressed by science, such as the treatment of waste.	Identify issues and concerns in the local community and cite ways on how they could be addressed by science, such as the treatment of waste.	Identify issues and concerns in the local community and cite ways on how they could be addressed by science, such as the treatment of waste.	Identify issues and concerns in the local community and cite ways on how they could be addressed by science, such as the treatment of waste.
D. *Learning Objectives*	At the end of the lesson, the learners should be able to: 1. identify the existing problem which can be solved through science. 2. explain how the existing environmental problem can be solved through science; and 3. make a journal entry focusing on the application of science in	At the end of the lesson, the learners should be able to: 1. verify the proposed solution/s to the existing environmental issues and concerns by conducting simple research. 2. select the doable solution based on their capabilities; and 3. write an appreciation note in the journal for the application of science in	At the end of the lesson, the learners should be able to: 1. collaborate with peers to come up with the possible solution to the existing environmental issues and concerns. 2. come up with an agreement on how the existing environmental issues and concerns will be addressed; and	At the end of the lesson, the learners should be able to: 1. communicate the solution agreed upon by the group through various means (writing a letter to the barangay official or city official, composing a song or poem, process flow or diagram, poster, slogan or any creative and innovative way of communicating the proposed solution)

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	addressing environmental issues and concerns.	solving environmental issues and concerns.	3. express commitment in addressing the existing environmental issues and concerns.	
E. *Instructional Design framework feature (s)*	Ideational (conceptual understanding) Integrative (application of concepts) Context (real-world situations) Collaboration (interaction among learners) Experience (real-world application & authentic experience) Empathize (fostering emotional intelligence)	Ideational (critical thinking & application of knowledge) Innovation (creativity and originality) Explore (gathering information) Experience (immersive learning, real-world application) Context (real-world situation) Connection (practical application)	Collaboration (interaction among learners) Ideational (application of knowledge Integrative (problem solving) Explore (active investigation) Experience (real-world applications) Empathize (cultivating supportive environment)	Innovative (forward-thinking/creativity and originality) Collaboration (Group projects) Creativity (designing engaging activities
F. *21st Century Skills*	Information, Media and Technology – information literacy Learning & Innovation – reflective thinking Communications Skills Teamwork & collaboration Life and Career skills – informed decision making & adaptive leadership	Information, Media and Technology –information literacy Learning & Innovation – reflective thinking, openness Communications Skills Teamwork & collaboration Life and Career skills – informed decision making & adaptive leadership	Information, Media and Technology –information literacy Learning & Innovation – reflective thinking, creativity Communications Skills Teamwork & collaboration Life and Career skills – informed decision making & adaptive leadership	Information, Media and Technology –information literacy Learning & Innovation – reflective thinking, creativity Communications Skills Teamwork & collaboration
II. CONTENT	Gathering Scientific Information	Gathering Scientific Information	Gathering Scientific Information	Gathering Scientific Information

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III. LEARNING RESOURCES				
A. References	One Planet Network. (2021, February 19). Ecological Solid Waste Management Act of 2000 (RA 9003). https://www.oneplanetnetwork.org/knowledge-centre/policies/ecological-solid-waste-management-act-2000-ra-9003	One Planet Network. (2021, February 19). Ecological Solid Waste Management Act of 2000 (RA 9003). https://www.oneplanetnetwork.org/knowledge-centre/policies/ecological-solid-waste-management-act-2000-ra-9003	One Planet Network. (2021, February 19). Ecological Solid Waste Management Act of 2000 (RA 9003). https://www.oneplanetnetwork.org/knowledge-centre/policies/ecological-solid-waste-management-act-2000-ra-9003	One Planet Network. (2021, February 19). Ecological Solid Waste Management Act of 2000 (RA 9003). https://www.oneplanetnetwork.org/knowledge-centre/policies/ecological-solid-waste-management-act-2000-ra-9003
B. Other Learning Resources	City Ordinance on Waste Management Barangay Environmental Report	City Ordinance on Waste Management Barangay Environmental Report	City Ordinance on Waste Management Barangay Environmental Report	City Ordinance on Waste Management Barangay Environmental Report
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
Activating Prior Knowledge	The teachers will ask the learners to: Show or present the group's consolidated observations from their immediate communities or surroundings from yesterday's lesson. Selected learners will also be asked to present their interview output. *Note to the Teachers: Help students remember the lesson's key points.*	The teacher will: Return the learners' journal notebooks and discuss common observations based on their journal entries. Consider the following in the flow of discussion: A. Common environmental problem/s B. Properties of Materials the learners proposed to apply in addressing	The teacher will: Return the journal notebook of the learners and discuss common observations on their appreciation notes. The teacher may group the learners with similar output they plan to produce based on the appreciation note. *Note to the Teachers: Help students remember the lesson's key points.*	The teacher will ask the learners to: Each group will read the commitment letter they wrote the previous day. *Note to the Teachers: Review what was learned in the previous lesson.*

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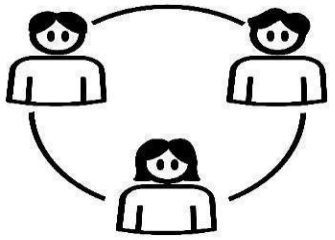
		environmental problem *Note to the Teachers: Review what was learned in the previous lesson.*		
Lesson Purpose/Intention	Following discussion on the current environmental conditions from the learners' community, the teacher will show this equation and ask the learners to interpret it.  The teacher will further ask if the learners believe that the application of science can offer a solution to the problem they have observed in their community. Then he/she will introduce Gia, the character in the reading activity and encourage the learners to participate in the word hunt before reading the article.	Having recalled all the environmental problems and the properties of materials which can be used to solve them, the teacher will ask the learners: how can they be sure that the identified properties of materials are the keys in solving the environmental problems? The teacher may give a follow up question: What will you do to know that the properties of materials can help solve the environmental problems? Until the word verify is mentioned. The teacher will introduce the article and explain: *Let's find out from the article how verification was done by Marlo. Before reading the article, the learners will define the words that they will encounter in the reading selection.*	 The teacher will ask the learners for their ideas on the icon, encouraging collaboration in solving existing environmental problems. But before this activity, the teacher will introduce Mateo, the character for the day's story.	The teacher will show the following: a. cellphone b. radio c. ballpen *The teacher may use other materials or gadgets for as long as it can be used for communication purposes. The teacher will ask: What is common to all of these? The expected answer is that all of them can be used in communication. The teacher will introduce the article by saying: Let us learn how communication became part of a movement for solving environmental problems. For Day 4, the learners are now ready to communicate the agreed solution to the environmental problem their group would like to solve.

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<table>
<tr>
<td>Lesson Language Practice</td>
<td>
Activity: Word Hunt

Scattered inside the classroom are words written on the meta-cards. The teacher will ask the learners to find one word. The learners will look for classmates who found the same word as theirs. They will group together and discuss their ideas about the meaning of the word they found. A representative from each group will report the group's idea about the word.
<table>
<tr><th>Color</th><th>Words</th></tr>
<tr><td>1. yellow</td><td>Lush trees</td></tr>
<tr><td>2. green</td><td>litter</td></tr>
<tr><td>3. orange</td><td>air pollution</td></tr>
<tr><td>4. blue</td><td>keen eye</td></tr>
<tr><td>5. pink</td><td>unpleasant</td></tr>
</table>
</td>
<td>
Activity: Pass a Word

The teacher will prepare five (5) sets of cards with words/phrases. The five (5) groups will be given one (1) set each. Each group of learners will form a circle. The teacher plays an upbeat song while the learners pass the cards. When the teacher stops playing the song, the learner holding the card will define the word/phrase written on the card.

Word/s in each card:
1. environmental issues
2. recycling program
3. verify
4. proposed solution
5. effectiveness

Note to Teacher:

The teacher can adjust the words/phrases based on students' abilities.
</td>
<td>
Activity: Catch the Ball

The teacher will use five (5) balls with written words. The ones who will catch the ball will give the meaning of the word.

1. eco-conscious
2. deforestation
3. biodiversity
4. single use plastics
5. collaboration

Note to Teacher:

The teacher may change the list of words/phrases based on the learners' capabilities
</td>
<td>
Activity: "Pares Pares"

The words to be defined will be printed on paper. Each group will be given 1 set (the words to be defined and the definition). The learners in each group will be instructed to pair the words with their definitions.

Words:
1. environmental stewardship
2. plastic pollution
3. consumption
4. plastic footprint

Definition:
taking care of nature

plastic is thrown away and it ends up hurting animals and making our planet dirty

using up things like food, toys, or energy.

how much plastic is used in daily life, like using plastic bags, bottles, or toys, which can affect the environment
</td>
</tr>
</table>

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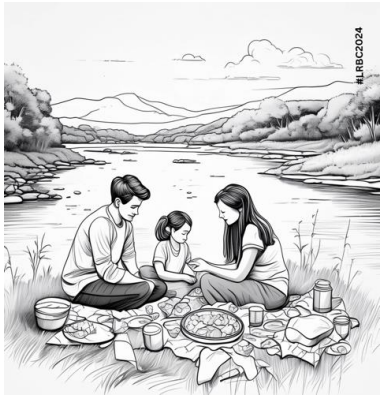
	Note to Teacher: The teacher may change the list of words/phrases based on the learners' capabilities.			
During/Lesson Proper				
Reading the Key Idea/ Stem	The teacher will ask the learners to read the story/article. **Title: My Beloved Forest**  In a neighborhood called Rainbow Ville, there lived a group of adventurous kids who loved playing outside. Among them was Gia, a curious kid with a keen eye for nature.	The teacher will ask the learners to read the story/article. **Title: "The Urban Green Adventure"**  At the heart of the busy city of Metroburg, Marlo, a 9-year-old boy resides. Surrounded by towering buildings and busy streets, Marlo often wondered about the health of the city he called home. One day, he heard about a proposed solution to address the	The teacher will ask the learners to read the story/article. **Title: The Plastic Predicament**  In the lively city, Mateo noticed something troubling – plastic waste was everywhere. With a desire to find a solution, he decided to apply his knowledge of materials and research to tackle the problem.	The teacher will ask the learners to read the story/article. **Title: Lily's Green Mission**  One bright sunny day, Lily's family had a picnic in Greenridge Park, where Lily noticed the once-clear stream was now littered with plastic bottles and wrappers. Determined to restore the beauty of her favorite spot, Lily decided to take matters into her own hands.

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	One sunny afternoon, Gia and her friends decided to explore the nearby forest. As they ventured deeper into the woods, they noticed something unusual – the once lush trees were looking dull, with leaves turning brown and falling off. Concerned, Gia and her friends examined the ground and discovered piles of litter scattered around – empty chip bags, plastic bottles, and candy wrappers. They frowned at the sight and wondered how it got there. Further along their journey, they stumbled upon a stream that used to be clear. But now, it was muddy and filled with trash. Lily's heart sank as she watched a family of ducks struggling to swim through the dirty water. While continuing their exploration, Gia noticed something else	environmental issues affecting Metroburg, and he decided to engage on an adventure to verify its effectiveness. Equipped with his backpack and a pair of binoculars, Marlo set out to explore his city. He started by visiting the local community center, where a meeting was being held to discuss the proposed solution. Grown-ups from different neighborhoods were sharing their concerns and ideas for a greener Metroburg. Inspired by their passion, Marlo asked, "How can we be sure this solution will really make our city better?" The community leader smiled and said, "Great question, Marlo! We need to test it on a small scale first to see if it works before implementing it citywide." Excited about the challenge, Marlo decided to create a mini experiment in his own neighborhood. He gathered his friends, and together, they planted a community garden in a vacant lot. They used the proposed solution and	Mateo remembered learning about the difference between biodegradable and non-biodegradable materials in school. With this knowledge, he decided to research to understand how plastics affect the environment. Mateo visited local experts and interviewed residents about their views on plastic pollution. He discovered that non-biodegradable plastics were causing harm to animals and clogging up rivers and oceans. Inspired by his findings, he decided to take action by organizing a clean-up day in EcoTown, rallying his friends and neighbors to join in. Armed with gloves and trash bags, they combed the streets, picking up plastic waste. But Mateo knew that simply cleaning up wasn't enough. He wanted to find a way to reduce plastic pollution for good. That's when he remembered reading about biodegradable alternatives to plastic.	Armed with a newfound passion for environmental stewardship, Lily spent days researching the impact of plastic pollution and its consequences on wildlife. She discovered that marine life suffered tremendously from our plastic consumption, and it broke her heart. Lily knew she had to do something about it. With unwavering determination, Lily drafted and shared a plan to address the issue with her family. Excitedly, she proposed organizing a community event to raise awareness about the harmful effects of plastic pollution and to introduce simple, eco-friendly alternatives. The following Saturday, Lily stood nervously in front of her neighbors gathered at Greenridge Park. With a handmade poster displaying a clear message – "Let's Make Greenridge Green Again!" – she began her speech, "Hey everyone! I'm Lily, and I love our town. But our beautiful park is drowning in plastic,

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	troubling – the air smelled unpleasant, like a mix of exhaust fumes and something burnt. She remembered learning in school about air pollution and how it could harm plants, animals, and people. Back in Rainbow Ville, Gia couldn't ignore what she had seen. She shared her observations with her parents, who listened attentively. They explained to her that the forest, the stream, and the air were all part of the environment, and they needed to take care of them. Gia couldn't help but feel sad about the state of their beloved forest and stream. She knew they needed to do something to help, but she wasn't sure where to start. With determination in her heart, Gia decided to seek guidance from her friends and the grown-ups in Rainbow ville.	carefully monitored the plants' growth, air quality, and the overall atmosphere of their small green haven. As weeks passed, Marlo and his friends noticed positive changes. The air felt fresher, and the garden blossomed with vibrant colors. Encouraged by their success, they presented their findings to the community. The grown-ups were impressed and decided to implement the solution in other neighborhoods, too. Marlo's adventure didn't stop there. He created a City Green Club, inviting kids from different parts of Metroburg to join in the fun. With a desire to find a solution, he decided to apply his knowledge of materials and research to tackle the problem. Word of Marlo's Urban Green Adventure spread throughout the city. Soon, other kids joined the movement, turning Metroburg into a greener and more eco-friendly place. The once gray cityscape transformed into a colorful	With determination in his heart, Mateo conducted more research to learn about these eco-friendly materials. He discovered that products like compostable cups and biodegradable bags could break down naturally over time, leaving no harmful residue behind. Excited by this discovery, Mateo shared his findings with the community. He encouraged local businesses to switch to biodegradable alternatives and even started a petition to ban single-use plastics in EcoTown. Thanks to Mateo's efforts, the city began to change. Non-biodegradable plastics were replaced with eco-friendly alternatives, and the streets became cleaner than ever before. But Mateo didn't stop there. He knew that education was key to solving the plastic predicament for good. So, he worked with his school to teach other kids about the importance of using	and I think we can fix it together!" Lily explained the consequences of single-use plastic, using a jar filled with water and plastic to showcase the impact on aquatic life. Her eyes sparkled with a mix of innocence and determination as she shared her proposed solution – a town-wide initiative to reduce single-use plastics and adopt more sustainable practices. To make her message memorable, Lily engaged the crowd with interactive games and demonstrations. She encouraged them to bring their own reusable bags, water bottles, and containers to reduce plastic waste. Lily also suggested organizing a monthly community clean-up day, turning the effort into a fun and collaborative event for families. As she concluded her speech, Lily's infectious enthusiasm had already started to spread. The community members, inspired by the sincerity of a 9-year-old, pledged to embrace Lily's green mission.

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	Together, they learn more about the environmental issues they observed and how they could make a difference by applying their knowledge on the properties of materials. Little did they know, their journey would lead them to discover the power of knowledge application, teamwork, and the importance of protecting the environment. *Note: This is an AI generated story* Guide Questions: 1. What are the environmental problems mentioned in the story? *Ans.* *The leaves of the trees are getting dry, muddy streams, and files of garbage.* 2. Do you have similar environmental problems with Gia? Make a Venn diagram to represent your answer.	mosaic of green parks and community gardens. Marlo and his friends became the heroes of Metroburg, showing everyone that by verifying solutions and taking small steps, even a highly urbanized city could become a haven for nature. And so, the city continued to grow and thrive, thanks to the determination and curiosity of a young boy who believed in making a difference. *Note: This is an AI generated story* Guide Question/s: 1. What seems to be the environmental problem in Metroburg? *Metroburg is already polluted and Marlo is concerned with the health of the residents in the city.* 2. How did Marlo verify the proposed solution? *Marlo performed an experiment to verify the proposed solution. In a vacant lot, Marlo together with his friends planted a*	biodegradable materials and reducing plastic waste. As the sun set on EcoTown, Mateo looked out at the city with pride. Thanks to his knowledge of materials and research, he had helped make his community a cleaner and greener place to live. And he knew that with determination and science, a solution to an environmental problem is possible. *Note: This is an AI generated story* **Guide Questions:** 1. What is the environmental problem identified by Mateo? *The plastic pollution in the place where Mateo resides.* 2. What did Mateo do to offer a solution to the problem? *Mateo visited local experts and interviewed residents about their views on plastic pollution. He discovered that non-*	In the months that followed, Greenridge transformed into a hub of eco-conscious activity. Lily's proposed initiatives gained momentum as families, local businesses, and schools joined forces to reduce their plastic footprint. The once-polluted stream in Greenridge Park now sparkled with newfound clarity, thanks to the collective efforts of the community. Lily's green mission became a symbol of hope and inspiration, demonstrating that even the smallest voices could create significant change. The town of Greenridge learned a valuable lesson from a determined 9-year-old – that the power to protect our planet lies within each of us, regardless of age. And so, with Lily leading the way, Greenridge blossomed into a shining example of how a united community could overcome environmental challenges, one plastic-free step at a time. **Guide Questions** 1. What inspired Lily to act against plastic pollution in her town?

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	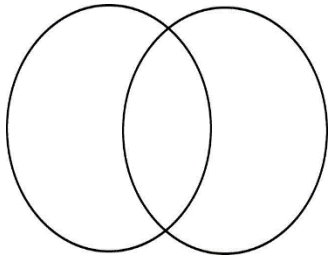 *The learners may find the same problem about waste disposal. Different problems from Gia may arise from the increasing heat index.* 3. What observation/s do you have in your community that made you empathize with Gia? *We live near the river which is also muddy and dirty aside from that we also have problems with proper waste disposal. Like Gia, we would like to be part of the solution to the environmental problems.* 4. What are the solutions to the environmental problems mentioned in the article?	*community garden in a vacant lot. They used the proposed solution and carefully monitored the plants' growth, air quality, and the overall atmosphere of their small green haven.* 3. Is the work done by Marlo is doable? Explain. *Note: The answers may vary. The teacher should process answers from the learners.* *Yes. If there is vacant space for gardening. Also, we can have a vertical garden if the space is limited.*	*biodegradable plastics were causing harm to animals and clogging up rivers and oceans.* *He decided to take action. He organized a clean-up day in EcoTown, But Mateo knew that simply cleaning up wasn't enough. He wanted to find a way to reduce plastic pollution for good. That's when he remembered reading about biodegradable alternatives to plastic.* *Mateo conducted more research to learn about these eco-friendly materials. He discovered that products like compostable cups and biodegradable bags could break down naturally over time, leaving no harmful residue behind.* 3. Do you have the same eagerness as Mateo in addressing environmental issues and concerns? Explain. Answers may vary.	*Lily's determination and love for the environment.* 2. How did Lily engage her community in her green mission? *She communicated her knowledge on plastic pollution and how it can be solved to the community members and convinced them to join in the activities that will solve plastic pollution for a better environment.* 3. What impact did Lily's initiatives have on the town of Greenridge? *Greenridge blossomed into a shining example of how a united community could overcome environmental challenges, one plastic-free step at a time.*

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	Gia and other residents learn more about the environmental issues they observed and how they could make a difference by applying their knowledge on the properties of materials. They apply their knowledge, strengthen teamwork, and value the importance of protecting the environment.		*Yes, I would like to help clean the environment.* 4. What is the importance of gathering information in using science to solve environmental issues and concerns? *Gathering information will help in making a well-informed decision.* 5. How did collaboration help in solving the environmental problem? *Collaboration made the work easier and better. Sharing ideas and putting them together to come up with the solution to the environmental problem makes the work easier and better.*	
Developing Understanding of the Key Idea/ Stem	Based on the learning activity from the previous lesson, the learners will be asked to accomplish the following graphic organizer: Group Number: _____ Group Members: _____	The learners will be given freedom to choose the way they want to verify the workability of the plan they made in the previous lesson. The choices for verification are as follows: a. research in the library b. interview c. community observation d. test the plan	The learners with their journal entry on the verified application of their knowledge on the properties of materials in addressing environmental issues and concerns will collaborate to come up with the agreement on how the existing environmental issues and concerns to be prioritized.	

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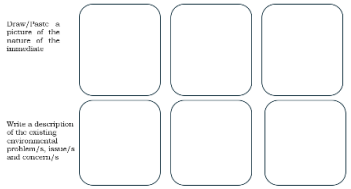

On the first row, the learners will write or draw or paste a picture of the nature of the immediate environment. For the second row they will write a description of the existing environmental problem/s, issue/s and concern/s.

The teacher will guide the learners on making simple verification activities. This activity shall be coordinated with the librarian and other colleagues as the learners have four (4) options for verifying the workability of the proposed plans/s. Before they do the chosen verification activity, the group members should prioritize the doable solution because it will be the focus of the verification activity.

Note: To be continued the next day

The group will complete the table based on the collaboration and discussions they have.

Environ-mental Issues and Concern	Materials	Properties of Materials that can be Used to Address the Issues and Concern	Proposed Solution
1.			
2.			
3.			
4.			

Guide Question/s:

1. What is the environmental issue and concern common to the members of the group? Explain.

2. What is/are the reason/s for giving priority to the chosen environmental issue and concern?

3. Discuss how the knowledge on the properties of materials helped you in

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			proposing a solution to the priority environmental issue and concern. 4. As a group, prepare the final plan to address the chosen environmental issue and concern.	
Deepening Understanding of the Key Idea/ Stem	Focus the attention of the learners on the existing environmental problem/s which can be solved through science. **Guide Questions:** 1. What are the existing environmental issues and concerns in your community? 2. What are the sources of these environmental issues and concerns? 3. Recall what you have learned about the physical and chemical properties of materials. What are those? 4. Recall the previous lessons that we had, can you apply the concepts you have learned about the	The teacher will facilitate discussion on the simple verifying activity they have done. **Guide Questions:** 1. Why is the process of verifying important? 2. What could have happened if you did not observe the process of verifying? 3. How did the application of what you have learned about the properties of materials in addressing environmental issues and concerns help? 4. Describe the solution you have chosen in addressing environmental issues and concerns.	*(in the interest of time the teacher may use draw lots or electronic roulette in identifying 1 or 2 group/ s to present, other groups work will be checked later)* The teacher will ask the learners to re port the group's output. The teacher will discuss with the learners the scope and limitations the learners have in trying to address the problem. Human safety is the most important to secure.	The teacher will guide the learners choosing the communication strategy. The group should agree on how they would like to communicate the solution to the environmental problem. The teacher will observe the processes they undergo to finalize the communication strategy. Learners may consult the teachers if they have grey areas about the activity.

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	properties of materials in addressing environmental issues and concerns you have observed in your community? Please choose one environmental problem and use your knowledge on the properties of material that would help solve the problem.			
After/Post-Lesson Proper				
Making Generalizations and Abstractions	The teacher will lead the learners in realizing the following ideas: Due to the increase in population, issues and concerns regarding the increasing amount of waste arise. The amount of waste generated every day can be reduced if we know the application of the properties of waste materials such as biodegradable, non-biodegradable and reaction with other materials. Problems on vegetation can be addressed through vertical	Facilitate discussion leading the learners to the following realization: Verifying facilitates critical evaluation of information, helps one make informed and appropriate decisions, and ensures that the plan is grounded on facts rather than assumptions.	The teacher will initiate the discussion leading to the learners' realization of the following ideas: Collaboration allows the group members to access and know real-time information that will capacitate them to provide informed decisions aligned with the objectives/goals.	Communicating the proposed solution to the problem based on research will help solve the problem.

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	gardening with the use of non-biodegradable and biodegradable waste.			
Evaluating Learning	Make a journal entry focusing on the connection of the properties of materials that can be used in addressing the identified environmental issues and concerns. **Note to Teachers:** Encourage the learners to choose one environmental issue or concern. Check the work of the learner using attached rubrics. If the rubric is not suitable for a specific group of learners, contextualize.	Write an appreciation note by completing the paragraph as your journal entry for the application of science in solving environmental issues and concerns. It's good to learn about the _____ _____ Knowledge about it will help solve the _____ _____ which will make _____ _____	As a group, the learners will write a commitment letter to Mother Earth telling that the group will do the proposed solution in order to help keep a better environment. Each group member will sign the letter and post the letter in the classroom bulletin board.	The learners will produce a letter, compose a song or poem, construct process flow, make a poster, slogan or any other creative way to communicate the proposed solution to the environmental issue.
Additional Activities for Application or Remediation (if applicable)				
Remarks				
Reflection				

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