

Teaching Cases and Reflections on "Saving Mother Earth"

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Abstract: *Taking the practical lesson of moral education "Saving the Earth Mother" as an example, the article discusses how to use network resources to improve the teaching effect of moral education classroom. The author believes that the moral education classroom can be improved through these three ways: use network resources, create situations, and stimulate learning interest; Use network resources, effectively guide and break through the key and difficult points of teaching; Guide students to use network resources to cultivate their information literacy. Practice has proved that reasonable use of network resources for teaching has achieved the ideal effect that traditional teaching cannot match.*

Keywords: Network resources; Moral education class; Teaching effect; integration.

1. INTRODUCTION

The traditional classroom teaching mode of moral education is based on preaching and indoctrination. The teaching content is limited to teaching materials, the teaching form is single, the students accept passively, and the students' subjectivity is ignored, and the teaching effect is low. This teaching mode has not adapted to the teaching requirements of the new curriculum, and reform is imperative! The rapid development and extensive use of the computer internet, with its unique characteristics of the times, richness, sharing, and immediacy of resources, has brought opportunities and challenges to the current reform of moral education classroom teaching, opened up a new world for the modern moral education classroom, and injected new vitality and vitality. It has an inestimable role and significance in solving the inefficient problems faced by the current moral education classroom and improving the effectiveness of the moral education classroom. Take the moral education practice class "Save the Earth Mother" as an example to talk about how to use network resources to increase the efficiency of moral education class.

2. CASE DESCRIPTION

2.1 Preparation before class

Instruct students to divide into three sub-teams of "environmental pollution", "environmental protection knowledge" and "environmental protection" to investigate and collect data. Understand the environmental pollution around the family and community; Let students use Baidu Search to learn about environmental protection; Make relevant manuscripts, and design and draw the composition of future environmental protection families, environmental protection schools, environmental protection cities, etc. in the way of group cooperation. Carefully design the classroom, organically integrate thematic resources, and make multimedia courseware

2.2 Teaching process

Link 1: Create a situation and reveal the topic

1) Teacher: Boys and girls, the earth nurtures us like a mother, but do you know? Mother Earth is scarred today. Now let's watch a video. Play the video "The State of the Earth" (from the network).

2) Teacher: How do you feel after watching this video? (Students raise their hands to speak)

3) Teacher's summary: Boys and girls, the current situation of the earth is really worrying. It is too important for us to take care of the earth. Let's protect our homeland and save Mother Earth! (blackboard writing subject)

Link 2: combine with practice, learn and discuss

[Design intention: This link is practical. Through observation, exchange and discussion, reading materials and other ways, students can further understand the relationship between the earth and family, and realize the importance of protecting the environment.]

1) Discussion and exchange: What is the theme of World Environment Day 2010? (Reduce pollution - take action)

2) The courseware presents the legend of the relationship between the earth and family. Instruct students to observe and talk about the relationship between the earth and the family.

3) The courseware shows the environmental pollution map and is equipped with various noises.

Organize discussion: What are the environmental problems in the picture? If you live nearby, how will this environment affect your life and study? (Student combination Relevant data collected before class shall be communicated, analyzed, discussed and reported in the group)

Summary: The quality of the earth's environment is closely related to everyone and every family

4) Guide reading the article "Environmental Pollution and Ecological Crisis" (from the Internet).

Discussion: What does this article tell us?

Please combine the survey before class to exchange the fact that family pollution has worsened the surrounding environment of society.

Summary: The quality of family environment will also affect the global environment. From the above two aspects, the relationship between the earth's environment and family is explained.

5) The courseware shows the legend of family environmental protection, and students observe and think.

Discussion: What practical actions can we take to protect the family environment?

Group discussion: How do we make our furniture? Introduce experience to each other and then exchange. It is further emphasized that environmental protection should start with everything in the family, knowing that protecting the family environment also contributes to the global environment.

Summary: Let students talk about their new understanding of "one earth and one family". Link 3: Discuss the reason and guide the behavior 1) Play the fragments of the beautiful environment film. (from network)

The teacher asked: In real life, what behaviors do we see are those that do not care for the environment? (After thinking, students raise their hands to speak)

Teacher asked: What should I do when I see the behavior of destroying the environment? (Group discussion)

6) Watch the video "Strive to Be a Little Guard of Environmental Protection, Protect the Environment from Me" (from the Internet)

Please explain how the group should take practical actions to protect the environment in combination with the video? Let students talk about specific actions to do well in environmental protection. Tell a touching story about a South Korean old man's devotion to the cause of environmental protection (from the Internet. Tell me how you should take practical actions to protect the environment around you?

Link 4: Environmental protection knowledge award competition

There are 5 questions in total, and the winner will get the prize. (The topic comes from the network and has been selected)

Link 5: expand and expand, stimulate innovation

1) Organize students to communicate: the composition of the future environmental protection family, environmental protection school and environmental protection city designed and drawn before class.

Composition drawn by group communication;

Students show or project design drawings on the platform and talk about their ideas;

Organize students to review the design drawings;

Special issue of future environmental protection design drawings will be published after class. 2) "Green Asian Games - Support the Guangzhou Asian Games" classroom signature activity.

Courseware display: Guangzhou Asian Games emblem image (from the network).

The teachers and students on the platform are on the green silk banner printed with "Green Asian Games Support Guangzhou Asian Games" in order. Sign in the light and happy music.

Link 6: Classroom summary and sharing resources

Environmental protection needs to be put into practice. Everyone should start from himself, from childhood, and from now on.

Extracurricular learning resources: "Save Mother Earth" feature film, China Environmental Protection Network, Guangdong Environmental Public Network.

3. TEACHING REFLECTION

Throughout the whole integrated teaching, the biggest highlight is to make full use of network resources. The effectiveness of the high moral education class. The following focuses on this question.

3.1 Use network resources to create situations and stimulate learning interest

Interest is the source of students' motivation for learning. Once students are interested in learning, they will "indulge" in it, greatly enhancing their enthusiasm for learning. However, the indoctrination type of moral education class, which highlights the teacher's lecture and imparts it stiffly, lacks the creation of effective situations, and is dull and boring. So, how to stimulate students' interest in learning? We can use network resources (such as pictures, videos, audio, etc.) to create vivid and vivid situations to cater to students' "tastes", and under the guidance of teachers, stimulate students' enthusiasm and interest in participation, so that they can integrate into the classroom in the best learning state. For example, at the beginning of this lesson, the video of "The Present Situation of the Earth" was played to guide students into the situation. Through the shocking pollution scene, the students' real feelings and desire for knowledge were stimulated, and the learning theme was drawn out, which paved the way for future learning.

3.2 Use network resources, effectively guide and break through the key and difficult points of teaching

The network resources are very rich, including all kinds of text, pictures, stories, videos, audio, etc. How to make proper use of network resources to achieve breakthroughs in the key and difficult points of teaching has become our most concerned problem. This requires our teachers to consider these three issues when using resources: (1) Necessity. Is it necessary? Can it achieve better results than traditional teaching? Do you want to filter and refine? (2) Purpose. What is the purpose of using this resource? Is it helpful for students? Is it conducive to the realization of teaching objectives? (3) Moderation. Don't think that network resources are omnipotent. Is it unnecessary to use them? Is the interface of the courseware too fancy to seriously affect students' attention? Is the animation used useful? Is it appropriate? In addition, teachers should pay special attention to giving full play to their own teaching art and wisdom, achieving effective guidance, and organically integrating with the use of network resources to effectively break through the key and difficult points of teaching.

For example, "cultivating students' environmental awareness of 'love nature, understand nature, and protect nature' from an early age, strengthening their responsibilities and feelings of caring for the earth's environment, and transforming their understanding of the global environment into actions to protect the earth" are the key and difficult points of this course. In the teaching of the link of "discussing reason and guiding behavior" in this lesson,

the teacher first plays a segment of the beautiful environment film to let students feel the beauty of the earth, full of yearning for the beautiful environment, which is in sharp contrast to the situation of the current situation of the earth pollution played in the classroom. The teacher then asks: In real life, which behaviors we see are not caring for the environment? What should I do when I see the behavior of destroying the environment? Let the student groups discuss and communicate and report. Then, the student voiced a touching story about a South Korean old man's devotion to the cause of environmental protection (sorted and deleted). After the story was told, the teacher asked: How do you protect your environment with practical actions in combination with the story? Finally, let the students watch the video "Strive to be a little guardian of environmental protection, protect the environment from me". The teacher asked: How should the class take practical actions to protect the environment around us in combination with the video? In this way, students' awareness of environmental protection will be further internalized into conscious environmental protection actions, and students' sense of social responsibility will be enhanced.

4. CONCLUSION

In the traditional moral education classroom, teachers generally only impart knowledge of moral education, but basically do not care about students' information literacy. In this lesson, before class, the teacher guides students to use the network to find pictures and text resources in environmental protection, and reorganize these resources organically, using the software such as word and powerpoint that students have learned to produce electronic newspapers; At the end of the class, the teacher guides students to use the network to learn

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