

**CLIL LESSON PLAN FOR SUBJECT:** Environmental Studies

**DEVELOPER:** Sofroniadou Elena

**TOPIC:** Pollution

**TITLE:** WAKE UP TO REALITY

**GLOBAL GOAL:** To raise awareness on environmental issues and realize that we all need to take measures to help the planet

**AGE OF STUDENTS:** 9-10

**TIMING:** 50 MINUTES

Aims	
<ul style="list-style-type: none"> <li>To encourage and increase cognitive learning by blending education and entertainment through music, games and animated videos</li> <li>To set the scene and obtain useful vocabulary and expressions through a song</li> <li>To visualize and understand the main categories of environmental problems</li> <li>To raise awareness about the need to adopt new habits related to environment</li> <li>To recognize the ways ordinary people can employ to help the environment</li> <li>To understand the need for domestic waste management</li> <li>To understand the meaning of the terms REDUCE, REUSE and RECYCLE</li> <li>To make promises by using “will” / “won’t”, “I promise to/not to”</li> </ul>	
TEACHING OBJECTIVES (What I plan to teach)	
<b>Content</b>	
<ul style="list-style-type: none"> <li>General discussion about the world in the past and in the present</li> <li>the main types of pollution</li> <li>what can we do to help the planet?</li> </ul>	
<b>Cognition</b>	<b>Culture</b>
<ul style="list-style-type: none"> <li>Identifying urban environmental problems</li> <li>Focussing on human activities that cause these problems</li> <li>Becoming aware of one’s personal contribution to the problems under consideration</li> <li>Make resolutions</li> </ul>	<ul style="list-style-type: none"> <li>The recognition of the significance of one’s routine actions to their microcosm</li> <li>The embracing of new habits</li> </ul>
Language and Communication	
<b>Language of learning</b>	<b>Language for learning</b>
<ul style="list-style-type: none"> <li><b>key vocabulary:</b> air, noise, water, land and radio-active pollution, littering, waste, agricultural runoff</li> <li><b>specifically:</b> smog, industrial and exhaust fumes, fertilizers, pesticides, industrial and domestic sewage, wealth, overpopulation, drought, reduce, reuse, recycle, domestic waste, oil spills, flooding</li> </ul>	<ul style="list-style-type: none"> <li>Expressing and analysing viewpoints</li> <li>Guessing</li> <li>Integrating information to reach conclusion</li> <li>S. Present, Pr. Continuous, S. Past</li> <li>should/shouldn’t (advice)</li> <li>will / won’t (promise)</li> </ul>
LEARNING OUTCOMES (What learners will be able to do by the end of the lesson/s)	
<p><b>By the end of the unit, the learners will be able to:</b></p> <ul style="list-style-type: none"> <li>understand important causes of environmental problems and some solutions</li> <li>extend their understanding of lexis connected to environmental issues</li> <li>understand and differentiate between the terms REDUCE, REUSE and RECYCLE</li> <li>realize the consequences of their bad everyday habits and adopt new ones</li> </ul>	

### Assessment Methods/Tools

- oral answers to the questions of the song worksheet
- the homework worksheet, which alternatively can be used in class in the next lesson
- board game: in order to win, students need to answer questions related to what has been discussed in class and make promises using will/won't or I promise to/not to.