

CLIL Lesson: Environmental Studies

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Timing: 50 minutes

Age of students: 9-10

Context and prior knowledge: This lesson aims at: a) helping students realize the consequences of pollution in our lives and b) raising awareness of what can be done in everyday activities to help against pollution. The students have already done a project on the types of pollution in Biology. They defined these types and talked about their sources.

English Level: B1+

Lesson Steps

<p>1.  8'</p>	<p><u>Lead in and connection to previous learning:</u> Teacher starts with the picture of the planet (slide 2) and tries to define “<i>environment</i>”, i.e. “<i>the world we live in</i>”. The teacher raises curiosity by asking: “<i>How well do you know our world? Let’s meet our planet.</i>” Then she plays the first video which is the song “What a wonderful world” by Louis Armstrong (found in <a href="https://www.youtube.com/watch?v=DRONFXoXsJ0">https://www.youtube.com/watch?v=DRONFXoXsJ0</a> ) in order to elicit as a comment after the song “<i>the world is like a dream</i>”. Then the teacher says: “<i>That song was written in the 60’s. Nowadays most songs about the world have different images. Watch the video, listen to the song and then let’s discuss why this happens</i>” and she quickly moves on to the second video (slide 3) which is “Wake up to reality”, by Alicia Grant. The video is with lyrics this time (found in <a href="https://www.youtube.com/watch?v=0vkoY-9IM-U">https://www.youtube.com/watch?v=0vkoY-9IM-U</a> ) in order for the students to get the meaning easier and faster.</p>
<p>2.  5'</p>	<p>Working in pairs: Students are given the song worksheet and are asked to discuss and answer the questions.</p>
<p>3.  17'</p>	<p>Through the PPT, answers are checked and elaborated. (See suggested answers worksheet) Qa. Connection to the first song Qb. Connection to the second song (slide 4) Qc. Identification of the types of wealth and how one affects the other (slide 5,6,7) Qd. Revision of the types of pollution through the pictures and emphasis on new information, i.e. noise pollution=shipping pollution, agricultural runoff and domestic sewage) (slides 9-16) Qe. Showing that people’s expectations are quite different from reality (slide 17) Qf. After brainstorming some ideas, students watch the animated video “Environmental pollution Animation” found in: <a href="https://www.youtube.com/watch?v=tmhiglxga-4">https://www.youtube.com/watch?v=tmhiglxga-4</a>.</p>
<p>4.  3'</p>	<p>A short discussion follows the animated video; we quickly identify the problems we create to the environment, i.e. greenhouse gases and exhaust fumes, smog, overheating/ global warming, deforestation, drought, floods, littering and the suggestions for solutions seen on the video. The suggestions lead us to slide 19.</p>
<p>5.</p>	<p>Analysis of the 3 R’s: what the terms “recycle, reuse, reduce” entail. The images on</p>

7'	<p>the ppt and the video “Don’t waste your waste found in: <a href="https://www.youtube.com/watch?v=Ptp6JGAF3o0">https://www.youtube.com/watch?v=Ptp6JGAF3o0</a> serve as stimulus for discussion. Students are asked to say what they have done so far to help the environment and if they can make a promise for the future, in order to use “I will/won’t” or “I promise to/not to”.</p>
6. 10'	<p>Making promises board game: there are two files with different backgrounds for variety. The pictures and the questions are the same. Students are divided in pairs to play the game. They roll their dice and move their chips. If they fall on a picture they have to make a promise in order not to lose their turn, e.g. for picture 1: “I will plant more trees” or “I promise to plant more trees/help with reforestation”. In this way they revise the material discussed in class but also implicitly assess themselves and their classmates. The winner in each pair gets an environmental bookmark as a prize. There are many free printable bookmarks on the internet to choose from, e.g. in <a href="http://www.3dinosaurs.com/wordpress/index.php/earth-day-themed-bookmarks/">http://www.3dinosaurs.com/wordpress/index.php/earth-day-themed-bookmarks/</a> and <a href="https://www.abcteach.com/">https://www.abcteach.com/</a>. Depending on the class, if there is no time to play the board game, it can be used in the next lesson for consolidation, revision of the material and an introduction to a follow-up lesson.</p>
7.	<p>Students are given the notes and the worksheet with the matching activity for homework to study the material covered in class. They can check answers in the next lesson as a pair/group-work activity and self-assess. The teacher monitors. Alternatively, the worksheet with the matching activity can be kept to be used in class in the next lesson for implicit assessment. After each correct answer the teacher may ask students to suggest possible solutions for each environmental problem.</p>