

CLIL Lesson: Air pollution

Developer: Raminta Rupšienė

Timing: 45-50 mins

Age of students: 9-10 yrs

Context and Prior Knowledge: Students are familiar with basic concepts of nature protection and have a prior knowledge, understanding about the impact of human activities on natural processes in nature.

Lesson Steps

<p>1. 5' 1' - 5'</p>	<p>Lead in and Connection to previous learning: Ss are welcomed and introduced with the situation of the lesson. They're invited to imagine that their school is a hospital and they, together with the teacher, are doctors. T explains that together they'll be treating one special patient and introduces students with the goals of the lesson. Ss are divided into groups of 4-5 (departments), fill in the name tags and puts on medical attributes (e.g. facial masks).</p>
<p>2. 10' 5'-15'</p>	<p>Presentation of the symptoms – the effects of air pollution. T uses PPT to present 5 symptoms of the illness (effects of air pollution). Presentation is reinforced by additional activities: Smog - experiment with the smog effect in the jar https://www.youtube.com/watch?v=d9soRjFVAMA Dying plants - T shows and compares healthy green plant with dried dying leaves. Climate change - T lights up the candle to illustrate the symptom. Melting glaciers – a short video is provided (starting at 1,40'), the sound could be muted. T explains the process of ice melting. https://www.youtube.com/watch?v=RL3EjH9-WSs Sick people – T encourages Ss to role play this situation by taking deep breath, coughing, sneezing. Ss participate in answering T questions, share their personal impression, previous experience.</p>
<p>3. 5' 15' – 20'</p>	<p>Individual worksheet - indicating the diagnosis of the illness Ss revise the effects of the air pollution vocabulary and complete their worksheets. Diagnosis is named with the help of the task.</p>
<p>4. 10' 20' - 30'</p>	<p>Video presenting the causes of the illness. Ss observe the video explaining the causes of air pollution. T comments video, explaining main human actions causing air pollution, helps Ss to understand their role in air pollution process by asking questions e.g. do you travel to school by car? etc. Video is watched only till 2,45' https://www.youtube.com/watch?v=sAKyhfxr7s</p>
<p>5. 10' 30' - 40'</p>	<p>Group work – the prescription for treatment – actions preventing the air pollution Ss are encouraged to share their ideas about what they could do to help reduce air pollution on earth. T accepts and appreciates Ss ideas, helps to come up with the new ones inviting to provide some opposite actions to air pollution causes e.g. Is going to school by car a good idea? So what could be the good idea?</p>

	Groups create/fill in the A2 sized prescription form by writing, drawing their suggestions for the prevention of air pollution. When finished prescriptions are presented. T praises students efforts, notices their most valuable proposal.
6. 5' 40' – 45'	<p>Closure of the lesson - What do you take home from this lesson?</p> <p>Ss are invited to share their knowledge by naming what new they've learned through the lesson e.g. new word, new fact, new commitment etc.</p> <p>T thanks students for the lesson. Lesson is ended by open, unanswered question – what Earth do we want to live in?</p>