

# TeacherAcademy

## SDG 14: LIFE BELOW WATER

### SUMMARY INFORMATION

**Title:** IT IS OUR OCEAN- IT IS OUR LIFE

**Author:** C.E. LUIS VIVES – Teacher: Mayte Sastre

**Short description:** Being aware of the problems that pollution on our oceans cause is the first step to set any solutions. Our students will have to:

- Analyze what are the major polluting factors in oceans.
- Find out why it is important to relate their environment to the global sustainable goal nr 14 to fight for a better and sustainable quality of life.
- Collaborate towards possible and creative solutions.

Table of summary	
<b>Subject</b>	<i>English</i>
<b>Curriculum integration</b>	<i>Integrating the Sustainable Development Goals into the English classroom</i>
<b>Age of students</b>	<i>13-17</i>
<b>Number of students</b>	<i>18</i>
<b>Time frame/duration</b>	<i>55 min</i>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Become aware of the pollution problem in Larache's coast</li> <li>• Analyse the effects and impact of ocean pollution in their lives</li> <li>• Raise awareness in their community</li> <li>• Find creative solutions and ways to disseminate their challenges</li> </ul>

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	<ul style="list-style-type: none"> <li>Use target language (passive voice, conditionals and modal verbs) to produce oral and written texts in English.</li> </ul>
<b>Resources and tools</b>	ICT tools ( padlet, canva, genially, kahoot, QR.io, google maps, glogster, youtube, drive, infogr.am), Internet, social networks, interviews, video documentaries, free creative commons banks...
<b>Expected results</b>	<p>-Students will develop their knowledge and understanding of Sustainable Development Goal 14, LIFE BELOW WATER.</p> <p>- Students will do research on their neighborhoods, interview different stakeholders and realise about the need to implement creative solutions.</p> <p>-Students will design a campaign to rise awareness in their communities. They will start dissemination at their schools, following their families, stakeholders and community council.</p>

## PROCEDURE

### Work process

Students will have to find out in different ways what are the effects of pollution. They will research in the internet, interview people working at sea or selling sea products. They will gather this information to later analyse it and get conclusions in order to design an awareness campaign in different communities.

### Activities

Name of activity	Procedure
<b>Documentary viewing</b>	Vocabulary presentation. Classifying words in groups by category (noun, verb, adjective) and then by field or environment.

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	<p>We start watching the documentary “Plastic Oceans”. After watching it students are divided in groups of 3. Each group has to answer a set of questions to analyse the effects of plastic pollution in our lives. Each group concentrates in one effect. They have to design an infographic collecting their results with pictures.</p>
<b>Interview and research</b>	<p>The same groups design questions they would like to ask to fishermen, fishmongers, Local Council responsible authorities for the environment to find out what is being done for sustainability in their communities. They are requested to integrate the learnt vocabulary after watching the film and modal verbs, passive voice as well as conditional sentences.</p>
<b>Self- awareness</b>	<p>Students take a test on their individual footprint in their environment.</p>
<b>Clean-up campaign</b>	<p>Students promote and invite the school to do a clean-up activity at the local beach, where they collect several bags of garbage as well as remove plastics inside the water while surfing.</p>
<b>Designing a presentation</b>	<p>In order to raise awareness, students are now divided again in three groups of six. Each group designs different activities and a power point to show other students at the school their findings and engage them in a common cause to fight for the SDG 14 in their communities. Their activities to involve other students and get their interest include a kahoot, crosswords, story-telling and short videos recorded by them.</p>

## ASSESSMENT

*Explain how you intend to assess your students for this project. How would you know if the learning objectives have been achieved?*

- Using the target language to implement and develop the different tasks.
- Collaborating successfully in groups, sharing knowledge, ideas and proposals.

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- Making decisions to present information and delivering presentation of SDG importance in their communities.
- Using a variety of sources to gather information.
- Using different ITCs during the process.
- Developing their critical thinking by analysing the different problems, effects and possible solutions.
- Raising awareness in their communities.