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Addressing the Global Climate Crisis in Your Classroom – 2022 Edition

SUMMARY INFORMATION

Title: Saving the planet and pennies!!

Author: Anna Monica Manca

Short description: Today we're going to watch a video about some simple ideas to save the planet and some money too.

<https://www.bbc.co.uk/programmes/p09bn99g>

The first time you watch identify which of the following topics are mentioned:

Transport

Plastic

Energy

Food

Recycling

Green Areas

The second time you watch answer the following questions:

- Where can we take the food we are not going to eat?
- What should we eat less of?
- How many kilos of carbon dioxide are released on a flight from London to Paris?
- How many kilos of carbon dioxide are released on a train ride from London to Paris?

- If you don't have a garden, where can you create a green space?
- Which animals will be grateful if you put colourful flowers in your green space?

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- How much money can you save per hour by turning off the lights when you leave a room?

Table of summary	
Subject	
Curriculum integration	<p><i>science, physics, citizenship, TIC</i></p> <p><i>This learning unit is open to collaboration with other teachers/subjects...</i></p> <ul style="list-style-type: none"> • <i>ITALIAN teacher- journalism, reporting and reviewing</i> • <i>TECHNOLOGY teacher- digital skills: editing a video special effects, research for content</i> • <i>ARTS teacher - acting, expressing emotions, improvisation, stage presence</i>
Age of students	<i>14-16</i>
Number of students	<i>60 min</i>
Time frame/duration	
Learning objectives	<ul style="list-style-type: none"> • To raise awareness of the impacts of the climate crisis • To understand the main points of a speech providing that a clear language is used and that the conversation is based on familiar topics... • Speaking: Describing situations,... daily tasks Interacting with one or more speakers... • Managing routine conversations and asking questions.. • Reflection on language and learning: Detecting basic analogies or differences between

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	<ul style="list-style-type: none"> behaviours and uses related to different languages.
Resources and tools	<p>internet, library, social media, web tools; authentic material and documents The TIC involved...</p> <p>DEVICES/HARDWARE:</p> <ul style="list-style-type: none"> IWB (L.I.M.) PROJECTOR SMARTPHONES (PERSONAL DEVICES)* COMPUTERS (SCHOOL LAB, AT HOME) VIDEO CAMERAS/SMARTPHONES Kahoot! Padlet Search engines twitter G-Suite for Education Platform: Quiz, Classroom Youtube Film Editing software: Filmora, Imovie, Canva
Expected results	Learners will understand the causes and consequences of the greenhouse effect

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Learners will develop their knowledge and understanding of climate change and the importance of **diminishing their carbon footprint**

Learners will share their knowledge and understanding about climate

PROCEDURE

Work process

State how you intend to work with students. If you wish to create teams of pupils or collaborate with other schools or classrooms, please provide relevant information.

OBJECTIVES FOR THE DEVELOPMENT OF SKILLS:

Learners orally describe the situations, tell about events and interact about the topic.

... He/she faces uses the language to learn topics, also in different disciplinary fields and actively cooperates with classmates when carrying out activities and projects

He/she assesses the skills acquired and is aware of his/her learning style.

LEARNING OBJECTIVES:

Listening: Understanding the main points of a speech providing that a clear language is used and that the conversation is based on familiar topics...

Speaking: Describing situations,... daily tasks. Interacting with one or more speakers...

Managing routine conversations and asking questions..

Reflection on language and learning: Detecting basic analogies or differences between behaviours and uses related to different languages.

Activities

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Writing activity

efficiency, sustainable infrastructure, and providing access to basic services, green and decent jobs and a better quality of life for all. Its implementation helps to achieve overall development plans, reduce future economic, environmental and social costs, strengthen economic competitiveness and reduce poverty.'

Target 12.1: Implement the 10-year sustainable consumption and production framework
Target 12.2: Sustainable management and use of natural resources

Target 12.3: Halve global per capital food waste

Target 12.4: Responsible management of chemicals and waste

Target 12.5: Substantially reduce waste generation

Target 12.6: Encourage companies to adopt sustainable practices and sustainability reporting

Target 12.7: Promote sustainable public procurement practices

Target 12.8: Promote universal understanding of sustainable lifestyles

Target 12.A: Support developing countries' scientific and technological capacity for sustainable consumption and production

Target 12.B: Develop and implement tools to monitor sustainable tourism
Target 12.C: Remove market distortions that encourage wasteful consumption

(<https://sdg-tracker.org/sustainable-consumption-production#targets>)

2 READ the following extract from the UN 'ActNow' webpage.

3 **WRITE a list of everyday habits we can change to try and have a more sustainable lifestyle. Then**

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explain how they might have a positive impact on the environment.

Example:

Action 1: Have 5-minute showers instead of long hot baths!

A typical shower uses 20 to 40 litres of water a minute. If we limit our showers to the time it takes to soap

Lesson 3 Project work

1 CREATE a digital presentation (video, PPT, poster, etc.) for the UN Campaign for Individual Action. Describe how our everyday actions can help preserve the environment and give suggestions or examples (add photos or report actions taken by somebody you know) to show how these actions can easily become part of our daily routine. You can take inspiration from the following Ten simple actions from the UN ActNow webpage.

2 AS AN ALTERNATIVE, create a poster about the International Day of the World's Indigenous Peoples following these steps.

STEP 1

Search the Internet for information about the history of this day and pick out some key ideas.

STEP 2

Look for data, statistics, images or other materials to illustrate the key ideas.

STEP 3

Make a poster and share it with the class.

Write down argumentative essay about the issue of CLIMATE CHANGE

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ASSESSMENT

Explain how you intend to assess your students for

Self assessment

→ The students are asked to assess their knowledge and understanding of the new language introduced.

I know the meaning of basic words relating to daily routine and other activities and prepositions of time.

(play, run, eat, shop etc...now, at the moment...)

I can describe actions that happen regularly (every day) ?

(He sings songs every day)

I can describe and ask questions about actions that happen at the moment of speaking?

I can use basic devices (smartphone) and software/apps (twitter, google search engine)