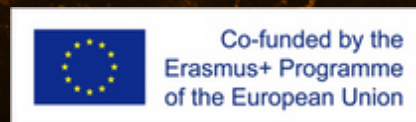


ERASMUS+ **LEARN4LIFE**

PROJECT TEAM
COORDINATOR: ITALY
PARTNERS: TURKEY, POLAND, GREECE,
ROMANIA



LESSON PLANS
TOPIC: ACTIVE AND RESPONSIBLE CITIZENSHIP

ITALY

CLIMATE CHANGE

Introduction

This teaching unit supports learning about climate change. It is thought for intermediate students, attending the 3rd grade of lower secondary school, with a common A2/B1 reference level.

Pre-supposed knowledge: students can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. They can produce a simple connected text on topics which are familiar or of personal interest. They can describe experiences and events, dreams, hopes, ambitions and briefly give reasons and explanations for opinions and plans.

Approach used: Communicative Language Learning.

Underlying learning theories: The theory of language as communication with a few instances of Gardner's mentalism.

Estimated time necessary: 12 hours.

Lesson 1 starts from the students own point of view and gives them an opportunity to see how climate change is impacting our lives and to face some of the environmental evidence and scientific facts.

In **lesson 2**, students look at what kind of planet they would like to live on and consider the idea of legacy, they do a carbon footprint survey to evaluate their own impact on the planet.



In **lesson 3** they explore the impact of climate change on people who live on an island in the Pacific and start to understand how it can change people's ways of living.

Lesson 4 develops the theme by helping pupils understand how their daily choices can lead to the destruction of habitats and contribute to climate change.

Educate: Know and Understand

Lesson 1: Climate change- The impact of climate change today

Lesson 2: My life and the planet- what is my vision? Understanding the facts

Lesson 3: The impact of climate change –Case studies- the impact on communities / the impact on nature and the environment deforestation

Lesson 4: Living a sustainable life – my personal action plan .Can we all make a difference?

Lesson 5: The Future- Where do we go to now? Taking action and spreading the message

Encounter: Consider and Reflect

1. *Acknowledge (and understand) their own feelings about climate change and reflect on the aims of the SDGs linked to climate change.*
2. *Reflect on the how climate change can impact on people's everyday lives.*
3. *Evaluate the climate change debate and acknowledge that there are different views.*
4. *Reflect on their values and future vision of life on planet earth.*
5. *Consider the impact of climate change on communities and the most vulnerable on the planet.*

6. *Consider the impact of climate change on environments and animals.*

7. *Reflect on what is meant by sustainability and how it can impact on the planet positively.*

8. *Reflect on how as an individual I can make a positive difference to the planet and the impact of climate change in the future.*

Engage: Respond and Act

- Reviewing the school- how sustainable are we as a school community? Last lesson
- Working with our local community
 - Marking key events:
 - World Day of Social Justice
 - World Wildlife Day
 - Earth Day
 - World Environment Day

Learning Focus and Outcomes

TLU Climate Change

Lesson 1

Title: Climate Change –The Impact of Climate Change Today

Session Objectives:

Learners will be able to:

- Develop opinions about climate change and the impact this is having on communities around the world.
- Evaluate the climate change debate and examine the evidence for and against climate change.
- Show greater awareness of the influence of fake news and climate change deniers on the debate about climate change

Cross Curricular links:

History

Geography

Links to PSHE curriculum

Links to Citizenship:

Pupils are equipped with

- the skills to think critically and debate political questions [EG climate change]
- debate and evaluate viewpoints and present reasoned arguments.
- how knowledge of the ways that citizens can work together to improve their communities,
- knowledge of forms of responsible action,
- knowledge of relations with Europe, the Commonwealth, the UN and the wider world.

Themes & Activities; Conclusion & Reflection, including key questions

Topic content being taught and its purpose:

- This lesson focuses on pupils having an understanding of how climate change is having a daily impact on people's lives.
- It gets them thinking about the legacy passed on by grandparents and why they may feel strongly on this issue.
- Pupils develop their ideas and opinions and listen to each other's views. They are able to consider whether climate change is affecting day to day life by considering recent news stories about hot summers and forest fires.
- They are introduced to the idea that there is a debate about the impact of climate change and that there are some people who 'deny' it is happening.
- However, the conclusion for the lesson is that majority of scientists are in agreement that climate change is here to stay. Use of the clip from Stephen Hawkins supports the idea that we need to care for our planet. There is an opportunity to reflect on what is meant by fake news. This could be developed further by image on slide 20.

- The second part of the lesson gives pupils the opportunity to work together to collect evidence on climate change. They act as climate detectives to establish the facts- information shared and discussed in groups. The lesson is concluded with a reflection on a post it notes- What is your view on climate change? These could be collected in and displayed.

Summary of Activities

Task 1 Get engaged- Pupils look at images and discuss key questions: Slide7

Let's get thinking: slides 8 to 11 develop this further by looking at the website – what is it encouraging grandparents to do? Is this a good idea? Will it help reduce the impact of climate change?

Task 2 let's share our views slide 12 What do we think? Walking Survey
Pupils Walk round the class and talk to each other about climate change. Get one person's name for each statement

Task 3 –Is climate change in the news? Groups discuss, feedback and discussion

Teacher shows slides 13 to 19 - concept of 'Fake News 'discussed 10 minutes] and idea of climate change deniers What do most scientists say? show clip of Steven Hawkins with a global goal message.

Task 4 [slide 20] Building a case for climate change] Climate detective task. Market place activity, research findings put onto flip chart paper. Groups feedback their views be worried?

Reflection – pupils put their final thought onto a post it notes for display this could be revisited after the last lesson.

Learning Resources

1.1 Session 1 PowerPoint

1.2 Use of website

<http://www.eldersclimateaction.org/with-your-grandchildren/>

1.3 Walking survey sheet

1.4 Use of clip Global Goals Message from Professor Stephen Hawking "To save the world we need everyone to tell everyone"

https://www.youtube.com/watch?time_continue=88&v=RTRdtrsL9jg

1.5 Marketplace activity- resource sheets

1.6 Post it Notes

Teacher Provides

- Post it notes for final reflection
- Flip chart paper and pens
- Room and space, for walking survey and market place activity

For the Teacher To Do

- Photocopy survey sheets- 1 per person
- Photocopy market place evidence sheets[either 1 set for each group or 1 set around the classroom]

Learning Focus and Outcomes

Lesson 2

Title: Climate Change My Life and the Planet **What is my vision for the future of the planet?**

Session Objectives Learners will:

- learn about each other's feelings about planet earth and what they love about it
- describe and explain what kind of environmental legacy they think grandparents would like to leave to their grandchildren
- discover their carbon footprint and reflect on how they feel about this
- start to consider what actions can be taken to reduce their footprint

Links to Citizenship: Pupils are equipped with the skills to think critically and debate political questions [EG climate change] debate and evaluate viewpoints and present reasoned arguments. Show knowledge of the ways that citizens can work together to improve their communities, knowledge of forms of responsible action.

Cross Curricular links

Geography
RE

Themes & Activities; Conclusion & Reflection, including key questions

Topic content being taught and its purpose:

This session gets pupils to think about what they love about our planet? They are then asked to reflect on what would happen if these things become damaged or extinct. They are asked to consider what legacy they think grandparents would like to leave behind for their grandchildren.

These ideas are developed as pupils consider their own carbon footprints and whether they are using the planet wisely.

The teacher and class reflect on the results to look at the impact the class are having on the planet and climate change. They are asked to begin to develop ideas about what behaviour patterns they need to change to reduce their carbon footprint.

Summary of Activities

Task 1 Pupils Mind map ideas: What do you love about our planet? Then play clip to introduce discussion about the threats to the planet and how we feel about this.

Task 2 Pairs write a description using no more than 100 words of the kind of planet their grandparents would want to pass on to them as their legacy

Task 3 – Evaluating personal responsibility How do I contribute to climate change? What is my eco footprint?

Complete the survey

Reflection How does my result make me feel?

Action Discuss with a partner what you could do to change your carbon footprint

Resources

2.1 PowerPoint

2.2 Clip For the love of .. [2 mins]

https://www.youtube.com/watch?v=ka_kQUvojel

2.3 Carbon footprint survey sheets

Website also have these

<https://bpes.bp.com/collection/carbon-footprint-toolkit>

www.cooltheworld.com/kidscarboncalculator.php

Teacher Provides

- Paper/ exercise books
- Questionnaires for carbon footprint survey

For the Teacher to do

Photocopying for worksheet 2.1

Learning Focus and Outcomes

Lesson 3 Title: How does climate change impact on communities? Should I be concerned?

Session ObjectivesLearners will be able to:

- develop opinions about the impact climate change is having on communities around the world using the Marshall Islands as a case study
- analyse a poem for positive and negative statements about climate change and its impact on the future inhabitants of the Marshall Islands.
- Explain different viewpoints about how we should respond to climate change and start to develop ideas about how we should take action.
- Pupils get the opportunity to learn about a different culture and review the impact of climate change. They consider the tensions between the human rights of the people on The Marshall Islands to choose where they want to live and the tension with the impacts of climate change on their culture and daily lives. The choices around migration are evaluated with reference to young islanders.

Links to Citizenship Curriculum: Pupils are encouraged to debate, think critically and debate political questions around the impact on communities of climate change, to understand the role played by international bodies such as the UN in responding to international problems. Cross Curricular links
English/ Italian/ Geography

**Themes & Activities;
Conclusion & Reflection,
including key questions**

Topic content being taught and its purpose:

In this lesson pupils get the opportunity to consider the impact of climate warming on a community in the Pacific Ocean. This is done by hearing a speech and poem read out at a United Nation Summit meeting. Pupils discuss Kathy's motivation for speaking out.

Pupils can either listen to her first and then read her poem which she wrote to her baby daughter or go straight to the poem. This will encourage them to get involved with the issue of climate change on an emotional level and encourage them to develop empathy for communities in other parts of the world. It also builds on previous lessons where the idea of 'legacies' for future generations was developed. This is developed by considering a few quotes from other young islanders. Pupils are then asked to vote on 3 statements and explain their personal views in a feedback session.

Starter: Let's Get Thinking. Image on slide 8 'You're Making this island disappear.' How are we linked to these islands? Think Pair Share

Task 1 Pupils have a mystery to Solve-Slide 7/8/9: Why did Kathy speak out at the United Nations? What did she feel so strongly about? Pupils are given a set of cards with clues, as a group they need to pick out the top 3 reasons for Kathy speaking out, they need to be able to explain their groups opinion to the class.

Task 2: What did Kathy say in her speech and poem? Pupils listen to her speech at the United Nations [6 minutes] They read this again in pairs and underline the negative words/sentences in 1 colour and then underline the positive words in a different colour. Feedback to group / class- discusses. [slides 10/11/12/13]

Focus: How do other young islanders feel?

Play clip [2 minutes plus discussion] Use evidence on slides to support their ideas.

Reflection:Class votes on 3 statements [10 minutes]

Learning Resources

- 3.1 Power point
- 3.2 Statements for pupils [copy from slide or worksheet]
- Could be cut up before lesson
- 3.3 Clip from United Nations Summit Meeting

<https://www.kathyjetnilkijiner.com/united-nations-climate-summit-opening-ceremony-my-poem-to-my-daughter/>

or different version with images

<https://globaldimension.org.uk/wllgoal/climate-action/>

3.4 Poem Worksheet **Dear Matafele Peinam**

3.5 Islanders Comments Worksheet

Teacher Provides

Copies of statements
Poem sheets
Islanders' comments

For the Teacher to Do

Cut up statement cards 3.2
Photocopy poem

Photocopy the above resources

Learning Focus and Outcomes

Lesson 4

Title: How do my eating habits and consumer choices impact on habitats around the world?

Session Objectives: Learners will be able to:

- describe how climate change is linked to the destruction of the habitats of orang-utans
- explain how your consumer choices are linked to the habitat destruction of the orang-utan
- Develop ideas about how you could change your actions by eating different foods to reduce your impact on climate change

PSHE: pupils are reflecting on the food they eat with palm oil, this may open up discussions about what is a healthy food to eat and what decisions influence their food choices

Themes & Activities; Conclusion & Reflection, including key questions

Links to Citizenship Curriculum: Pupils are encouraged to debate think critically and debate questions around the impact on the habitats of orangutans. Teaching should develop pupils' understanding of our responsibilities as citizens. Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action. They should consider what role citizens should have in preventing habitat damage

Cross Curricular links
Geography/ Food Technology/English

Topic content being taught and its purpose:

In this lesson learners are able to think about responsibility [building on the carbon footprint survey completed in lesson 2] and their role in climate change . It is an opportunity to discuss eating and how our consumer choices affect our own health as well as the planet through climate change. Here the focus is on examining deforestation as a result of the demand for Palm Oil. Pupils get to think about their eating habits and the wider issue of 'responsibility'. They then develop an action plan to 'Change the Way They Eat'; this will encourage them to consider their personal impact and their responsibility to self and planet through their consumer choices.

Summary of Activities

1. Let's get thinking- logo image [slide 7] – pupils have a paired discussion on what this means. What messages would an organisation be trying to communicate with this logo?
2. Class discussion [slide 8] - Activity 2 What does responsible eating mean?

3. Activity 3

What is our best meal? In groups of 4 complete the following task: Make a list of your favourite foods/What is your best treat? /What is your best chocolate bar? Crisp brand/ flavour / What is your group's best meal? Feedback and class vote Teacher leads discussion: feedback- questions to consider: When we eat do we think about where our food has come from? Do we consider how it has got to us?

1. What is the link [slide 10] - images of palm oil / orang-utans- pupils share knowledge of palm oil.

2. Get pupils to examine what they usually eat/ buy by doing a survey. [slide 12 / survey sheets] [This will get them to engage in both considering what palm oil is in and then why they are eating these foods- how much nutritional value have they got?

3. Teacher shares information on palm oil:

Peel Back the Label Interactive Website Watch clip of Rainforest destruction 'Rang-tan: the story of dirty palm oil'

4. Change the Way you think about Food- short clip . Pupils now work in pairs to devise an action plan for changing how you eat. Questions used as prompts – ideas put onto a template of a palm leave

Learning Resources

4.1 Power point

Logo to print 4.1

4.2 Food/ product survey sheet [with palm oil as an ingredient]

Slide or worksheet?

4.3 Use of an Interactive website- peel back the label

<https://www.worldwildlife.org/pages/which-everyday-products-contain-palm-oil>

4.4 Greenpeace Resource

Rang-tan: the story of dirty palm oil

<https://www.youtube.com/watch?v=TQOXstNh45g>

4.5 WWF Resource

<https://www.worldwildlife.org/industries/sustainable-agriculture>

4.6 Palm Oil Leaf Template for Action Plan photocopied

Teacher Provides

Survey sheets

Action plan Templates

Teacher to Do

Print out sheets for pupils

Learning Focus and Outcomes

Lesson 5

Title: Food Miles and the consequences of our Eating Habits

Session Objectives

Learners will be able to:

- Describe how the food system contributes to climate change.
- Examine the food miles of common foods
- Develop views and opinions about their day to day actions and whether as a good citizen these should change
- Explain how there are consequences for their choices and behavior
- Investigate the moral and ethical issues connected to our food choices and be able to appreciate a range of views.

Links to PSHE: pupils think about their responsibilities around their food choices to the planet and people in other parts of the world. They consider how their food choices impact on the local, national and international economies to recognise, clarify and if necessary challenge their own core values and how their values influence their choices

Links to Citizenship Curriculum:

Pupils are encouraged to debate think critically and debate political questions around the impact on communities[local and in other parts of the world] by our food choices

Themes & Activities; Conclusion & Reflection, including key questions

Topic content being taught and its purpose:

This lesson encouraged pupils to reflect on what they eat and where this food comes from. It enables them to understand the link between food and the impact on climate change and how our choices as consumers have consequences. They are able to use evidence to help them develop personal opinions and discuss important choices that people need to make about the food they eat. There is an emphasis on group work and listening to a range of ideas and opinions.

Summary of activities

Teacher introduces lesson- links the SDGs with climate change and the challenge for this lesson [slides 2-5]

Let's get engaged Activity One: Slide 7 - What is this image about? Think Pair Share [5 minutes]

Teacher develops discussion using slide 8/9/10:

Activity Two How does the food we eat link to climate change? In groups write down questions about this focus [5 minutes]

Learning Resources

Activity Three Pupil Survey Feedback, Pupils do a food survey- what have they eaten in the last 24 hours and what are the food miles for these [10 minutes]
teacher introduces some facts and figures about our food habits, idea of food miles, look at clip on the journey of The Big Mac [slide 14] [10 minutes]

Activity Four slides 18/19 Group research activity- pupils are given some information and have a discussion based on the questions on slides [25 minutes] Evidence - 1- 6

Plenary [5 minutes] My Menu for world change **Reflecting on Learning** Changing our eating habits You have been asked to make recommendations to the government on what eating habit changes need to be made in Britain to respond to the challenge of global warming. What must we do?3 ideas

Resources:

5.1 Image

5.2

www.youtube.com/watch?v=c0mUV4zz9E4

5.3 Food Miles Information

5.4 Evidence Sheets

5.5 Menu for change Template [for all pupils]

Teacher Provides

- Copies of the worksheets above 1 for each group

Teacher to do:

A3 paper or flip chart paper to record group discussions

Pens

Learning Focus and Outcomes

Lesson 6 *Climate change* Be the generation of change.

The everyday choices we make have an impact on our planet

Session Objectives: Learners will be able to:

- Evaluate which actions people are able to introduce into their lives to reduce their carbon footprint
- Explain how they can contribute towards influencing others to make changes in their day to day actions
- Work with others to develop a social media slogan to promote fighting climate change

PSHE: how to make informed choices and be enterprising and ambitious **and how** to develop employability, team working and leadership skills and develop flexibility and resilience.

Citizenship

Pupils will work together to develop some responsible actions, they use thinking skills, debate what is practical and start to plan for the future. They begin to see how working together can help develop solutions to critical problems.

Themes & Activities; Conclusion & Reflection, including key questions

This lesson encourages pupils to start to consider what actions people should take to reduce the impact of climate change. This lesson promotes group discussion and problem solving. It could be done over 2 if time allows.

Activity- Let's Get Engaged: Cartoon [slide 7]

Pupils discuss in pairs 'Should we take action to save the planet from the worst impacts of climate change' [2 minutes]

Teacher introduces idea of making a change – use of slides 8/9 Idea of citizens being able to adapt and respond to climate change

Teacher shows short clip from Blue Planet [10 minutes]

Activity 2 – Slide 12 Be the generation of change 'Don't ignore young people – they are the key to fighting climate change' Group discussion on this statement What does your group think? Do you agree? Groups feedback to class discussion. Be able to feedback to the class on your group's opinion. [10 minutes]

Activity 3 –Slide 13 Decision making / diamond nine ranking task -look at the challenges facing the world. In groups discuss the challenge statements and place them into a diamond nine according to how easy you think it would be to persuade people across the world to change their living habits. There are 20 cards you have to pick and rank 9 [20 minutes]

Activity 4 – slides 18/19/20 recap idea of activism and young people being active in leading change
Make a difference: Plan for sustainable living **Your group task-**

You are going to design an action campaign based on persuading people to change their carbon footprint. Target some behaviours highlighted in the previous activity and work out how you will get your message across. Put your ideas down on flip chart paper. Be able to present this to the class

You might decide to do this by targeting categories of human behaviour

- Housing and Home Energy Consumption
- Transport
- Personal Habits: Consumer choices

Recycling Habits.

Learning Resources

Resources:

6.1 Clip

<https://www.radiotimes.com/news/tv/2018-08-29/blue-planet-2-plastic-waste-final-episode/>

6.2 Diamond Nine- table and cards

Teacher to Provide:
flip chart paper/ pens

Teacher to Do:
Photocopy the worksheets
Cut up the cards



How will climate change impact our lives?

mindmap

LEARNING OBJECTIVES OF THIS PHASE	
Lesson 1	Show knowledge of climate change and how its impacting on the world, they are aware that the speed of change is exceeding most scientific forecasts and 1.5 would be a sensible target.
1	
DURATION	Evaluate the climate change debate and examine the evidence for and against climate change.
2h	Share their opinions about climate change and how they feel about the impact it is having on communities around the world. Show greater awareness of the influence of fake news and climate change deniers on the debate about climate change

WHAT TEACHER DOES

Teacher introduces SDG slide and lesson objectives, key terms

ACTIVITY 1

Starter Lets get thinking Get engaged- show slide 13 with images and get pupils to discuss questions on slide 14 (5 minutes)

Task 1 Discuss What are these grandparents doing and why? Do you think this will benefit their grandchildren?

ACTIVITY 2

Task 2 – lets share our views slide 10 (10 minutes) What do we think? Walking Survey

Pupils walk around the classroom and talk to people about climate change. They get one person's name for each statement.

BIG IDEA WHAT IS IT

Big idea 1

Climate change is long term and is causing a global rise in temperatures.

Some models predict a 4 degree rise by end of the century

The UN aims to keep the temp rise to between 1.5 degrees Celsius and 2 degrees.

Big Idea 2 - the role of humans

97% Climate scientists agree that humans are the main cause of the climate change we see today. Earth's climate is always changing and a handful of climate scientists still think what we are seeing is natural. However, temperature rises are accelerating far beyond what we see today.



ACTIVITY 3

Task 3 –Is climate change in the news? Slide 16 [10 minutes] What's been in the news recently? Pupils in groups try to think of 5 recent news stories that has been about climate change

Feedback and discussion.

Show pupils the information on slides 17 to 21 concept of ' Fake News ' discussed (10 minutes) Evidence at end of slide show for extension discussion

What do most scientists say? (slide 22 to 24)

Show the pupils the clip of Steven Hawkins discussing the SDGs in relation to climate change – slide 24

ACTIVITY 4

Task 4 (slide 20) Building a case for climate change (15 minutes)

Pupils are now going to be climate change detectives, it is their job to find out what evidence there is that climate change is taking place on the planet.

"Feeling the Heat: The Climate Challenge "GET THE FACTS ON THE WORLD'S HOTTEST TOPIC"

- Pupils put their research onto a large piece of flip chart paper. They also add a group opinion - should we be worried? **Is it having an impact on how people live their lives around the planet?**

Number the group members 1-5, each person has 1 piece of evidence to examine. Groups collate their ideas on a piece of flip chart paper

Consider:

Does your group think climate change is affecting peoples lives?

Draw a diagram on the flip chart paper to show the causes and impacts of climate change (this could be done as a tree)



WHAT STUDENTS DO

Reflection: For each pupil to think

What is your view on climate change? Has it changed as a result of this lesson?
5 minutes

COMMENTS & NOTES ON REALIZATION

Links to PSHE curriculum: Living in the Wider World

Links to Citizenship :Pupils are equipped with the skills to think critically and debate political questions[EG climate change] debate and evaluate viewpoints and present reasoned arguments . Show knowledge of the ways that citizens can work together to improve their communities , knowledge of forms of responsible action, knowledge of relations with Europe, the Commonwealth, the UN and the wider world.



Lesson 1

Climate Change – Have we woken up? The Impact of Climate Change Today

"The past cannot be changed. The future is yet in your power."

Hugh White



Big idea 1

Today's climate change is a long-term, large-scale rise in Earth's global average temperature, causing shifts in weather patterns. Some models predict rises in global temperature of 4 degrees Celsius by the end of the 21st Century, which could make advanced civilisation unsustainable, lead to a major reduction in the human population, and cause extinction for many other species. The UN aims to keep temperature rise to between 1.5 – 2 °C.

Big Idea 2 = the role of humans

97% Climate scientists agree that humans are the main cause of the climate change we see today. Earth's climate is always changing and a handful of climate scientists still think what we are seeing is natural. However, temperature rises are accelerating far beyond anything in history.





13 CLIMATE
ACTION



The
challenge
is to have a
better
world by
2030

Climate change
affect us all but
hits the poorest
people in the
world hardest



Key terms

Fake News – Inaccurate, fake and fictional stories created by unscrupulous authors to trick the public into believing they are true.

Critical Thinking – Using our intelligence to look at a variety of sources before we make up our minds, taking in and considering as many facts (with evidence) as possible.



Lesson Outcomes

Learners will be able to:

- Show **knowledge** of climate change and how its impacting on the world, they are aware that the speed of change is exceeding most scientific forecasts and 1.5 would be a sensible target.
- Evaluate the climate change debate and examine the evidence for and against climate change.
- **Share their opinions** about climate change and **how they feel** about the impact it is having on communities around the world.
- Show **greater awareness of the influence of fake news** and climate change deniers on the debate about climate change



// CLIMATE CHANGE //
Teaching Learning Unit



© John Geoffrey Walker



© Elders action





Task 1 Let's get thinking

1. What are these grandparents doing and why?
2. Do you think this will benefit their grandchildren?



Think...



Pair...



Share!!!



Task 2 What do we think?

Walk around the classroom and talk to people about climate change.

Get one person's name for each statement.

Task 3

What's been in the news recently?

In your group try to think of 5 recent news stories that has been about climate change.



Climate Change- But have we woken up yet?

**'An unspeakable tragedy'
74 dead in
Greek wildfires**



Heatwave temperatures set to rise

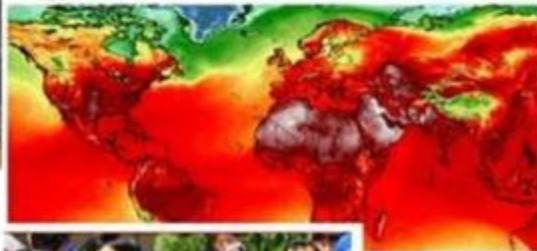
People in parts of the UK are warned to stay out of the sun, with highs of 34C predicted by the end of the week.

Climate-Changed
**Sizzling U.S. Heat Strains Power Grids,
Withers Texas Cotton**



Red-hot planet: All-time heat records have been set all over the world during the past week

By Jessica Santoro
24/7



'Unprecedented' Japan heatwave kills 65 people in a week

Another 2,647 taken to hospital as temperatures break records
© 24 Jul 2015



Wildfires rage in Arctic Circle as Sweden calls for help

Crop failure and bankruptcy threaten farmers as drought grips Europe

Abnormally hot temperatures continue to wreak devastation across northern and central parts of the continent



More than 90 deaths now linked to heat wave in Quebec



#ClimateChanged
www.campaigncc.org



Record return of Arctic ice cap as top scientists warn of global COOLING



By David Rose

HOW ICE SHEET GREW 920,000 SQUARE MILES IN A YEAR

AUGUST 2012

AUGUST 2013



The most enchanting islands in the UK

+ Free food magazine

Frozen desserts

The Guardian

18 July 2018
Issue 59,114,713
www

This is the face of climate change, say scientists

Exclusive

The science community and activists are warning that the globe is "the face of climate change", one of the world's leading climate scientists has declared, with the impact of global warming now "playing out in real time".

Climate change has long been predicted to bring up extreme weather and sea levels are now said to be rising faster than predicted, with the impact of global warming now "playing out in real time".

The effects of global warming is creating the ever-longer temperatures that have led to the rise of the world's most extreme weather events, such as the recent heatwaves in Europe and the recent flooding in the UK.

Climate change has long been predicted to bring up extreme weather and sea levels are now said to be rising faster than predicted, with the impact of global warming now "playing out in real time".

The effects of global warming is creating the ever-longer temperatures that have led to the rise of the world's most extreme weather events, such as the recent heatwaves in Europe and the recent flooding in the UK.

Climate change has long been predicted to bring up extreme weather and sea levels are now said to be rising faster than predicted, with the impact of global warming now "playing out in real time".

The effects of global warming is creating the ever-longer temperatures that have led to the rise of the world's most extreme weather events, such as the recent heatwaves in Europe and the recent flooding in the UK.

Hollywood's favourite new Brit

Jameela Jamil

Weekend

Jameela Jamil, the actress who played the character of Jameela in the TV show "Kidding", is the new favourite of Hollywood. She is the first British actress to be nominated for a Golden Globe award.

Jamil, 34, is the first British actress to be nominated for a Golden Globe award. She is the first British actress to be nominated for a Golden Globe award.

Jamil, 34, is the first British actress to be nominated for a Golden Globe award. She is the first British actress to be nominated for a Golden Globe award.

Jamil, 34, is the first British actress to be nominated for a Golden Globe award. She is the first British actress to be nominated for a Golden Globe award.

How to get your kids reading

Review

Parents are encouraged to get their children reading as early as possible. The book "How to get your kids reading" provides a guide for parents on how to encourage their children to read.

The book "How to get your kids reading" provides a guide for parents on how to encourage their children to read. It includes tips on how to choose books, how to read with your child, and how to make reading a fun activity.

The book "How to get your kids reading" provides a guide for parents on how to encourage their children to read. It includes tips on how to choose books, how to read with your child, and how to make reading a fun activity.

The book "How to get your kids reading" provides a guide for parents on how to encourage their children to read. It includes tips on how to choose books, how to read with your child, and how to make reading a fun activity.

Gardening in a drought

Weekend

With the summer months in full swing, many gardeners are facing the challenge of drought. The book "Gardening in a drought" provides a guide for gardeners on how to care for their plants during dry weather.

The book "Gardening in a drought" provides a guide for gardeners on how to care for their plants during dry weather. It includes tips on how to choose drought-tolerant plants, how to water your plants, and how to protect them from heat stress.

The book "Gardening in a drought" provides a guide for gardeners on how to care for their plants during dry weather. It includes tips on how to choose drought-tolerant plants, how to water your plants, and how to protect them from heat stress.

The book "Gardening in a drought" provides a guide for gardeners on how to care for their plants during dry weather. It includes tips on how to choose drought-tolerant plants, how to water your plants, and how to protect them from heat stress.



How do we know what is true and what is fake news?

By EMILY SCHULTHEIS · CBS NEWS December 11, 2016

Contradicting science, Donald Trump says "nobody responsible for climate change"

Latest November 28, 2016 in News: Andrew Breitbart Warned Us About Podesta Pedo Links in 2011

Terms of Use Privacy Contact Us Advertise

YourNewsWire.com
News. Truth. Unfiltered.

HOME NEWS HEALTH SCI/ENVIRONMENT TECHNOLOGY ENTERTAINMENT CONSPIRACIES CONTACT US

Home » Sci/Environment » Tens of Thousands Of Scientists Declare Climate Change A Hoax

Tens of Thousands Of Scientists Declare Climate Change A Hoax

Posted on September 2, 2016 by John Adl-Tsibulsky in Sci/Environment 184 Comments

FAKE?



You May Like

Panic in Australia As New Trading Technique Takes Hold

16-Time Lotto Winner Says Anybody Can Win Multiple



The Canberra Times (ACT : 1926 - 1995) about Wednesday 15 June 1994 Page 17 Go of 56

No proof of global warming

There is no clear evidence yet that human activity is causing climatic change, says **ANDREW MCINTYRE**.



What do you believe about climate change?



Graffiti art on a wall next to the Regent's Canal, in Camden, London, spotted in 2009. It's thought to be by elusive UK artist Banksy as a commentary on climate change deniers



What do most
scientists say?

Studies have
shown that 97% of
climate scientists
agree that 'climate
warming trends
over the past
century are
extremely likely
due to human
activities'

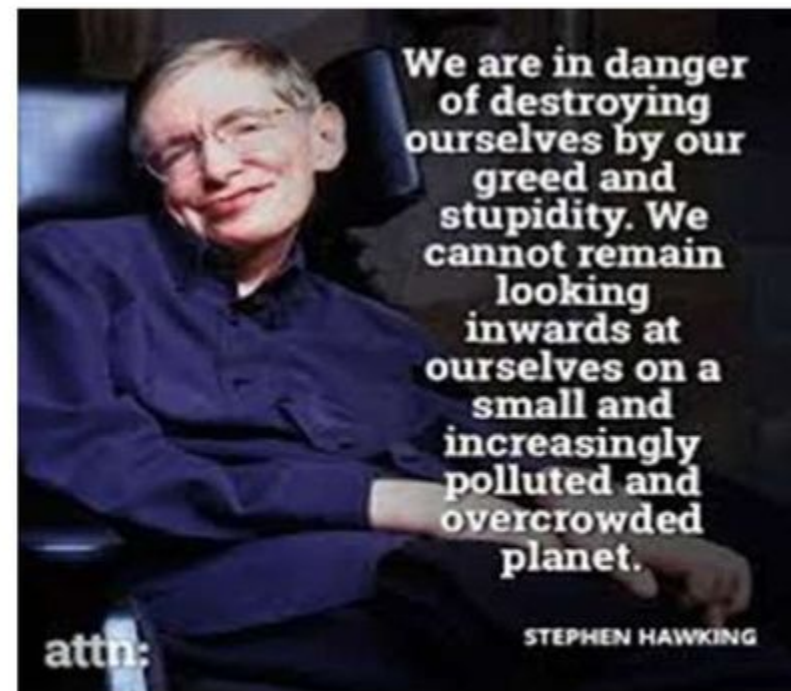


Global Goals Message from
Professor Stephen Hawking "To
save the world we need everyone
to tell everyone."



https://www.youtube.com/watch?time_continue=88&v=RT-RdtrsL9jg

The Global Goals
Published on 18 Sep 2015



Task 4 Building a case for Climate Change

Feeling the Heat: The Climate Challenge Get the Facts on the World's Hottest Topic
You are now climate change detectives, it is your job to find out what evidence there is that climate change is taking place on the planet. Find out the facts and figures.

Is climate change having an impact on how people live their lives around the planet?

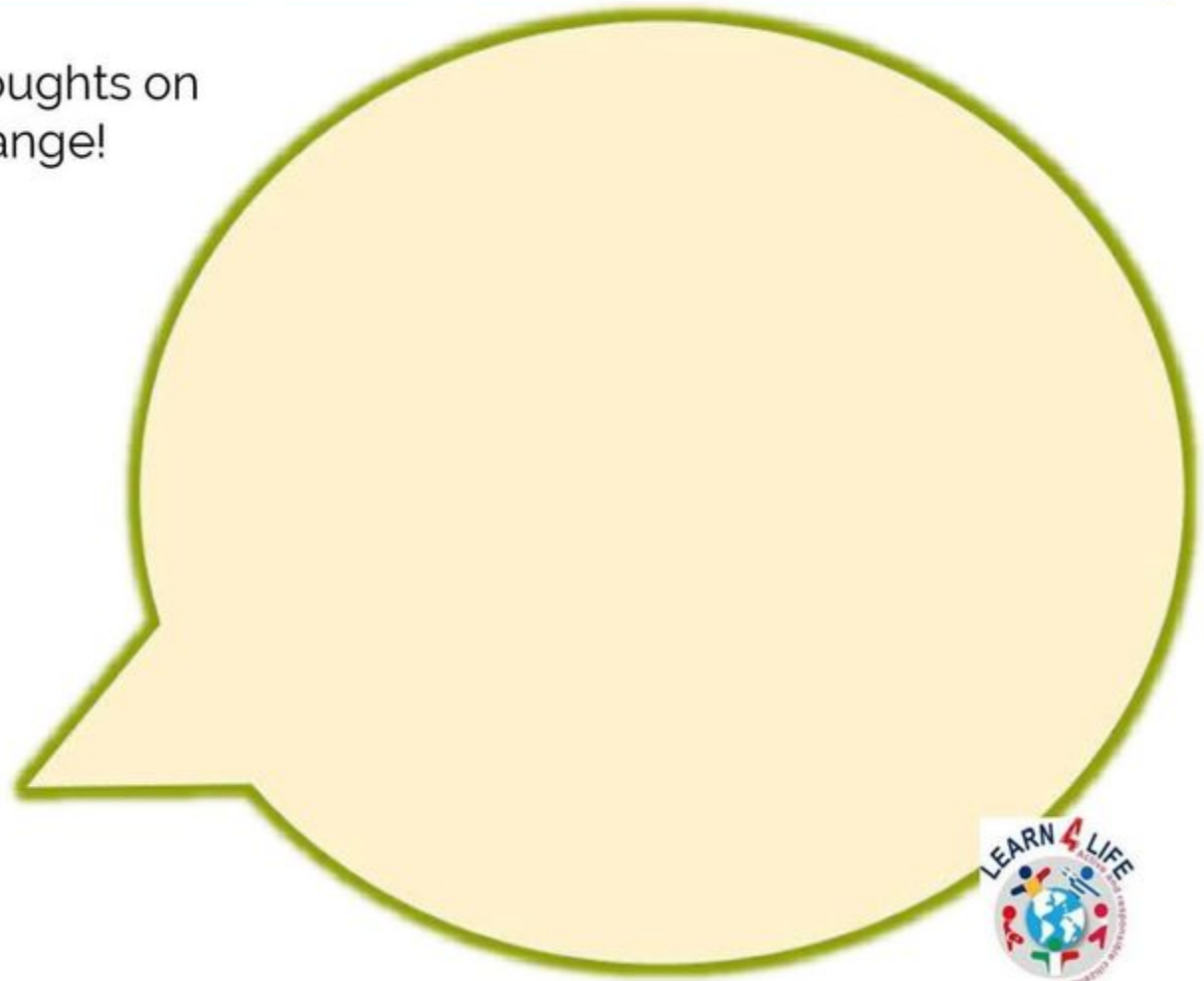
Number your group members 1-5, each person has 1 piece of evidence to examine.
Collate your ideas on a piece of flip chart paper.

Consider:

1. Does your group think climate change is affecting peoples lives?
2. Draw a diagram on the flip chart paper to show the causes and impacts of climate change (this could be done as a tree)
3. Add a speech bubble and put on your group's Opinion? What are the challenges? How do you feel about this? What must we do to cope with the threats posed to the planet? How will you get people to respond to these threats?



Our group's thoughts on
climate change!



Reflection:
What is
your view on
climate change?

Have we woken up?





1.1 Attitudes on Climate Change: A walking survey

Find someone who	Name	Notes from your discussion
1. Is worried about what the future might bring.		
2. Knows of people who have had to move because of the effects of climate change.		
3. Blames wealthy nations for climate change.		
4. Is trying to be 'green' by cutting down on energy use.		
5. Believes that climate change is not that serious.		
6. Feels that their lifestyle and culture are under threat from climate change.		
7. Thinks that their children will not be able to live as they have.		
8. Feels very emotional about climate change.		
9. Has heard or read of awful climate change predictions.		
10. Has learned of species going extinct because of climate change.		

Climate Change Resource 1.1.

// CLIMATE CHANGE //
Teaching Learning Unit

+0.85°C From 1880 to 2012, average global temperature increased by 0.85°C.	-1.07 million km² The Arctic's sea ice extent has shrunk in every decade since 1979, with 1.07 million km ² of ice loss every decade.	+19 cm From 1901 to 2010, the global average sea level rose by 19 cm as oceans expanded due to warming temperatures and melting ice.
+50% Greenhouse gas emissions continue to rise and are now more than 50 percent higher than their 1990 level.	-5% For each 1 degree Celsius of temperature increase, grain yields decline by about 5 percent.	+400% Since 1970, the number of natural disasters worldwide has more than quadrupled to around 400 a year

Facts about climate change



Additional Resources: Fake News

What do we need to consider when looking at new stories?

1. Name two things that it is important to check when looking out for fake news.
2. Why would some people want climate change to be denied or seen as fake news?
3. Why is social media more effective at spreading fake news than 'old-fashioned viral emails'?



THE RESPONSIBLE CITIZENSHIP: OUR NATION

GROUP AGE: 12-14

ACTIVITY TIME: 3 hours

ACTIVITY GOALS:

After the end of the lessons, the students know:

- What's citizenship
- What's «Constitution»
- What's «Republic»
- What's «Election day»
- What's «Parliament»
- Some brief information about Italian History

MATERIALS REQUIRED:

- Power point
- blackboard
- Computer /Projector

INSTRUCTIONS

- Brainstorming about the idea of Nation, Citizenship, Constitution, Italian Government and Parliament. (0.30h)

- Ppt "The responsible citizenship: our Nation". Slides presentation and explanation (1h)

- Watch together the above videos and, after this, talk with students about the videos (0.30h)

<https://www.youtube.com/watch?v=rPuA70BTSno>

about the birth of Republic

https://www.youtube.com/watch?v=JeBc_MS1hk

about Italian Republic Constitution

FINAL TEST AND CHECK

(1h)

ANSWER TO THE FOLLOWING SENTENCES WITH TRUE/FALSE

1. Italy is a [constitutional](#) Monarchy **T F**
2. The President is the head of the Republic **T F**
3. I'm 14 and this year I'm voting during the "Election day" **T F**
4. The Executive power creates laws and the Parliament applies laws **TF**
5. The first Italian president was Pertini **TF**
6. The Italian Republic was born on 2nd June 1946 **TF**
7. I'm a citizen when I go to school **TF**
8. The Constitution is the heart of a democratic system **TF**
9. In Italy the government has four powers: legislative, executive, judicial and the Police **TF**
10. The women couldn't vote to choose the Republic **TF**

**THE RESPONSIBLE
CITIZENSHIP:
OUR NATION**

What's citizenship?

What's «Republic»?

What's «Constitution»?

What's «election day»?

What's «Parliament»?



CoolClips.com

What is Italy?

**ITALY IS A SOVEREIGN
COUNTRY AND IT IS A
PARLIAMENTARY
REPUBLIC**



**A SOVEREIGN COUNTRY
IS A FREE AND
INDIPENDENT COUNTRY
WITH ITS GOVERNEMENT**

**IN THE REPUBLIC THE
PRESIDENT IS THE HEAD
OF THE STATE AND HE IS
ELECTED BY THE PEOPLE**

What is a « sovereign
country»?

What is a « Republic»?



**IN THIS WAY THE PEOPLE ARE
«CITIZENS»**



**THE ITALIAN PEOPLE
VOTED AND CHOSE
REPUBLIC ON THE 2°
OF JUNE 1946**



So I'm a citizen if I
can vote during
«election day»!
The citizens are all
older than 18 years



**THIS IS THE
ITALIAN
CONSTITUTION:
IT BECAME
OFFICIAL ON THE
1ST JANUARY
1948**



**THIS IS THE 1° ITALIAN
PRESIDENT, DE NICOLA.
HE IS SIGNING THE
CONSTITUTION**



HOW IS THE GOVERNMENT?

Legislative power



Legislative power creates laws

Executive power



The executive power applies laws

Judicial power



In Italy three tribunals are responsible for judicial power

Italy is a sovereign country because it is independent and free and it has its government

Italy is a Republic from 2 June 1946 because the citizens voted it

when I'll be 18 I'll vote

Italy has a Constitution from 1 January 1948 and the first Italian president was De Nicola.

In Italy the government has three powers: legislative, executive and judicial



CoolClips.com

AND... WHAT IS CONSTITUTION ?

The Constitution is the heart of a democratic system and it is an aggregate of fundamental principles or established precedents that constitute the legal basis of a polity, organization and commonly determine how that entity is to be governed

TEACHING UNIT



Recipients: Students attending the first grade of a lower secondary school, with an A1/A2 common reference level.

Aims of the Unit: To help individuals recognise that food is a basic requirement of life and should be enjoyed;
To promote desirable food behaviour and nutritional practices.

Approach used: Communicative language learning.

Estimated time necessary: 6 hours.

Aids and materials: photocopies, Interactive board, computer.

The layout of the desks in the classroom should be such that pair and group work could be facilitated and the teacher could monitor practice.

"Man is what he eats"

ACHIEVE WELL-BEING!

EAT HEALTHY, STAY SAFE!



Teaching Unit

HEALTHY EATING

Enjoy your food!



1. Look at the pictures: what do you like? What don't you like?
Discuss with your classmates.



BRAINSTORMING



Examples:

I like eating pizza. I don't like eating fish. I hate eating onion.

I like drinking water. I don't like drinking coffee. I hate drinking tea.

2. What are the favourite food and drinks of your class? Look at the example and make a tally table in your exercise-book. Interview your partners. Choose from your list. Collect your answers on a wall poster too.

2. Put the words in the right groups and draw your mind-map about food and drink.

4. Answer the following questions in your exercise-book:

- a) *How many meals a day do you have?*
- b) *What's your favourite meal?*
- c) *Write down six things that you like.*
- d) *Write down three things that you don't like.*
- e) *What about your friend? Write down two things that you and your friend like.*
- f) *Write down two things that you and your friend don't like.*
- g) *Where do you usually have your meals?*
- h) *What time?*
- i) *Who cooks?*
- j) *What's your family's favourite food?*
- k) *What do you usually do during your meals? (Watch Tv, listen to the radio, talk, read, other ...).*

Listen and fill in the gaps with the words below:
It – eat – drink – colour – meals – enjoy – energy – animals- important – healthy – we – smell.

FEEDING YOUR BODY

Everyone needs to and..... helps us to grow, gives us, and keeps us strong and We get food from and plants and turn it into different Above all, it's important to food.

The taste, the smell, the, and how foods look like are very Beforeeat, we check that a meal is safe to eat.

We sniff for its and we look at – right shape and colour? What about you? Would you like to drink blue milk?

Would you like to eat black pasta?

Read the following passage and complete the table with pictures of the basic food groups.

DIET AND HEALTH

Eat a variety of food. A healthy body needs a healthy diet with food from different groups. Diet is the food that a person usually eats. There are four basic food groups.

DAIRY PRODUCTS	MEAT AND FISH	BREAD AND CEREALS	FRUIT AND VEGETABLES
For strong bones and teeth and healthy skin	For your muscles, blood, healthy skin and nerves	For energy	For a healthy body, good eyes, healthy skin and to heal wounds

Test yourself: copy and complete the following sentences:

Can proteins make you fat? Carbohydrates and fat give you.....Too much of
them makes youCarbohydrates, proteins and fats are
.....

Think and answer the questions:

1. Who needs more carbohydrates? A car mechanic or a man who works on the computer?
2. Who needs more proteins? You or your father?

Draw a similar table in your copy-book and complete it.

Which food contains a lot of ...?

proteins	carbohydrates	fats	vitamins

TIPS FOR A HEALTHY BALANCED DIET

Complete the tips with the following words :

Food-cook-water-fat-salt-fish-vegetables

- a) Eat five portions of fruit andevery day.
- b) Eat small amounts of sugary.....once a week.
- c) Eat no more than 6g ofa day.
- d) Drink 2 litres of.....every day.
- e) Help your parents in the kitchen and learn how to.....
- f) Limit the amount of.....foods.
- g) Eat more fish.....is an important source of protein and many different vitamins and minerals.

Reading

1 Read the table and choose one answer for each category. Add up your total score and look at the results.

Are you a healthy eater?		
3 points	2 points	1 point
Fruit  I don't eat much fruit.	I eat at least one piece of fruit every day.	I eat two or more pieces of fruit every day.
Vegetables  I eat very few vegetables.	I eat some vegetables. I eat about two portions of vegetables a day.	I eat a lot of vegetables. I eat three or more servings of vegetables a day.
Meat and fish  I prefer eggs, steaks, hamburgers, ham and beef.	I prefer lean meat, e.g. chicken and fish, but I eat a few steaks and hamburgers every month.	I don't eat meat with a lot of fat. I prefer chicken and fish.
Dairy  I don't like dairy products. I don't drink any milk and I don't eat any cheese.	I sometimes eat high-fat dairy products, like ice-cream. I usually eat low-fat yoghurts and cheese.	I eat two or three portions of low-fat dairy products a day.
Desserts  I eat lots of desserts. These are often made with butter, sugar, cream and eggs.	I sometimes eat desserts. Where possible, I choose low-fat desserts.	I rarely eat desserts apart from fruit or fruit salad. I prefer savoury dishes.
12 to 15 Oh dear! You can improve your health by making some changes to your diet. Try to eat healthier food.		
8 to 11 You have some good eating habits. Are there any habits that you should change?		
5 to 7 Congratulations. You have very good eating habits.		

GLOSSARY

servings portions
lean magro
savoury salato

2 Look at your partner's answers and give advice.

Example

You eat too much meat. Why not eat more vegetables?

Write a similar description on your Portfolio.

Are you a healthy eater?

FOOD DIARY

Keep a diary for one week and look after the vitamins in your food.

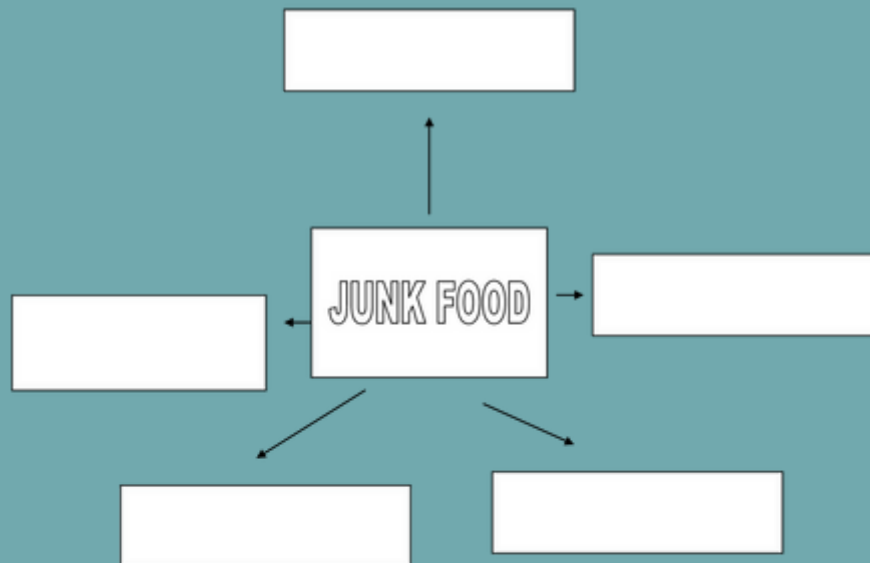


	Breakfast	Lunch	Dinner	Snacks	VITAMINS?
Monday					
Tuesday					
.....					

JUNK FOOD

Fizzy drinks, sugary snacks, crisps, hamburgers and chips are called “Junk Food” because they are cheap and not very healthy. There is a lot of fat and carbohydrate in them, but very few vitamins. They often have chemicals added to make them taste good. They are not good for your body.

Read the text and complete the diagram below.



BE HEALTHY: SAY NO TO ALCOHOL, DRUGS AND SMOKING

Alcohol and its effects

Listen and complete the text.

There are different.....of alcohol. People drink ethyl alcohol, which includes beer, wine and.....

Alcohol is a depressant drug, which slows down the central nervous system. It is made by fermenting grains, fruits and vegetables with yeast and water. After....., alcohol becomes very strong and can change your mood when you drink it. In fact, alcohol has lots of effects on the.....and.....It can make you feel tired and cause you to think and see differently. It can cause skin damage and.....Alcohol consumption can also make you less coordinated and slower to react to things. If you drink too much alcohol, you can'tyour mind and body; you become unable to make good choices and can become ill, hurt yourself and other people. Many.....on the road are caused by people drinking too much.

Read the following sentences and say if they are True (T) or False (F).
Correct the false ones.

- | | | |
|---|------|-------|
| 1) Ethyl alcohol includes beer and wine. | True | False |
| 2) Alcohol is made by fermenting grains and fruits. | True | False |
| 3) Alcohol affects only body functions | True | False |
| 4) Drinking can make people feel tired, less coordinated, slower to react to things, and think and see differently. | True | False |
| 5) Many deaths on the road are caused by people drinking too much. | True | False |

Title: "WHAT'S POLLUTION ?"

Subject : *Earth/air/water pollution*

Grade Level : Middle School

Activity Time : 4 hours

Lesson goals :

- ❖ To find out what students *know* and want to *learn* about pollution
- ❖ To stimulate students to *identify* and *discuss* different kinds of pollution
- ❖ To find out the *causes* of pollution and *global warming*
- ❖ To understand why it is important to keep the environment *free of pollution*
- ❖ To *stimulate* students' interest in the *future* of the Earth
- ❖ To find out the solutions to *save the Planet*
- ❖ To learn using New Technologies to search material and information
- ❖ To engage students in collaborative learning

Materials Required:

- ❖ Computers /Projector
- ❖ School board
- ❖ photographs of water, air, and land pollution
- ❖ Videos about Pollution
- ❖ students created Power Point presentation

Vocabulary: key words to describe pollution:

- ❖ Earth pollution /air pollution/ water pollution
- ❖ Different kinds of trash
- ❖ Environment

Instructions:

- ❖ Ask the students to brainstorm a list of the different kinds of pollution and write them on the school board.
- ❖ Review the lesson vocabulary
- ❖ Watch all together some videos about Earth/air/land pollution and global warming
- ❖ Discuss what they learnt about the videos
- ❖ Split the students in different groups and give them the task to Surf the Net for some more information about the different kinds of pollution (each group will learn more about only one aspect of the problem and save the files in a PC folder)
- ❖ Create a shared PP (all students will be working on the same project all at once)
- ❖ Share , discuss and study the final work

Resources

[Ghttps://www.youtube.com/watch?v=PqxMzKLYrZ4](https://www.youtube.com/watch?v=PqxMzKLYrZ4)
<https://youtu.be/OTLFhs--4gA>
<https://youtu.be/N57Mwh1Kf0E>
<https://youtu.be/-mJQD9zG7F4>

Feedback

- ❖ after watching and discussing the Power Point, give the students the instructions to work out the following activity on their computers in order to verify what they have learnt.
https://www.liveworksheets.com/worksheets/en/Science/Pollution/Pollution_uf2206326ng

You can choose some more worksheets from the same site to train and learn more!



WHAT'S POLLUTION ?



Pollution happens when the environment is contaminated, or dirtied by waste, chemicals and other harmful substances.

AIR POLLUTION



INDUSTRIES



CAUSES

INDUSTRIES



MEANS OF TRANSPORT CAUSES



INDUSTRIES



MEANS OF TRANSPORT CAUSES

TRANSPORT



HEATERS



WATER POLLUTION



INDUSTRIAL WASTE



CAUSES

INDUSTRIAL
WASTE



MINING
ACTIVITIES



CAUSES

INDUSTRIAL
WASTE



MINING
ACTIVITIES



CAUSES

CHEMICAL
FERTILIZERS
AND PESTICIDES



INDUSTRIAL
WASTE



MINING
ACTIVITIES



CAUSES



ACCIDENTAL
OIL LEAKAGE



CHEMICAL
FERTILIZERS
AND PESTICIDES

LAND POLLUTION



CAUSES



DEFORESTATION

CAUSES



DEFORESTATION

WASTE



CAUSES



DEFORESTATION

WASTE



BREEDINGS

CAUSES



DEFORESTATION

WASTE



BREEDINGS

**BURNING OF FOSSIL
FUELS**



CAUSES



DEFORESTATION



AGRICULTURE

WASTE



BREEDINGS

**BURNING OF FOSSIL
FUELS**



CONSEQUENCES

GLOBAL
WARMING

[Ghttps://www.youtube.com/watch?v=PqxMzKLYrZ4](https://www.youtube.com/watch?v=PqxMzKLYrZ4)



CONSEQUENCES

GLOBAL
WARMING

[Ghttps://www.youtube.com/watch?v=PqxMzKLYrZ4](https://www.youtube.com/watch?v=PqxMzKLYrZ4)



ACID
RAIN



CONSEQUENCES

**GLOBAL
WARMING**

[Ghttps://www.youtube.com/watch?v=PqxMzKLYrZ4](https://www.youtube.com/watch?v=PqxMzKLYrZ4)

HOLE IN
THE
OZONE
LYER

**ACID
RAIN**



ILLNESS

CAN WE DO SOMETHING TO SAVE THE GLOBE?



“YES, WE CAN”

1. RECYCLE

IT'S THE WAY TO TURN TRASH INTO NEW
PRODUCTS



•IT PREVENTS POLLUTION

1. RECYCLE

IT'S THE WAY TO TURN TRASH INTO NEW PRODUCTS



- IT PREVENTS POLLUTION
- IT REDUCES THE AMOUNT OF WASTE

1. RECYCLE

IT'S THE WAY TO TURN TRASH INTO NEW PRODUCTS



- IT PREVENTS POLLUTION
- IT REDUCES THE AMOUNT OF WASTE
- IT CONSERVES NATURAL RESOURCES

1. RECYCLE

IT'S THE WAY TO TURN TRASH INTO NEW PRODUCTS



- IT PREVENTS POLLUTION
- IT REDUCES THE AMOUNT OF WASTE
- IT CONSERVES NATURAL RESOURCES
- IT SAVES ENERGY

1. RECYCLE

IT'S THE WAY TO TURN TRASH INTO NEW PRODUCTS



- IT PREVENTS POLLUTION
- IT REDUCES THE AMOUNT OF WASTE
- IT CONSERVES NATURAL RESOURCES
- IT SAVES ENERGY
- IT HELPS TO CREATE NEW JOBS

RECYCLE

CHOOSE THE RIGHT BIN



2. TRY TO SAVE ENERGY



**•Switch off lights and
electrical appliances when
you don't use them**



- Manage your heating and cooling



- Manage your heating and cooling
- Use the economy cycle of your dishwasher or washing machine



- Manage your heating and cooling
- Use the economy cycle of your dishwasher or washing machine
- Make sure the fridge door seal is tight





- **Insulate your ceiling**



- **Insulate your ceiling**
- **Try to use solar energy**



- **Have a shower in spite of a bath whenever you can**



- **Have a shower in spite of a bath whenever you can**
- **Don't leave the water on while you're brushing your teeth**



DID YOU KNOW?



Try to answer these curious questions ...



HOW LONG DOES IT TAKE A CHEWING GUM TO BIODEGRADE?



- 1.FIVE WEEKS
- 2.FIVE MONTHS
- 3.FIVE YEARS

HOW LONG DOES IT TAKE A CHEWING GUM TO BIODEGRADE



3. FIVE YEARS

THERE IS A HIGHER PERCENTAGE OF WATER IN :

1.A DISH OF SPAGHETTI



2.THE BRAIN OF A MEN



3.IN A FRESH “CACIOTTA”CHEESE



**THERE IS A HIGHER PERCENTAGE
OF WATER IN**

2.THE BRAIN OF A MEN



HOW MUCH WATER DO YOU NEED TO WASH YOUR CAR WITH A BUCKET AND A SPONGE?

- 1. 3 LITRES OF WATER**
- 2. 20 LITRES OF WATER**
- 3. 75 LITRES OF WATER**



**HOW MUCH WATER DO YOU NEED TO
WASH YOUR CAR WITH A BUCKET AND A
SPONGE?**

2. 20 LITRES OF WATER





BE A RESPONSIBLE CHITIZEN



A composite image of Earth from space, showing the Americas and surrounding oceans and clouds. The Earth is set against a deep blue background filled with numerous white stars. A bright sun or star is visible on the left side, creating a lens flare effect. The entire image is framed by a solid teal border.

**ALL TOGETHER
WE CAN SAVE THE
PLANET**

TURKEY

LESSON SUBJECT

WILD AND DOMESTIC ANIMALS AND THEIR HABITATS

LEARNING AIMS

Students will be able to recognize some key features related to animals.

Students will be able to learn different animals and their habitats.

Students will be able to write short paragraph about how to protect animals.

EQUIPMENTS

Flash cards, different photos, power point slides.

TIME

2 lessons

WARM UP

The students will be asked some questions like:

- have you got a pet?
- what are the domestic and wild animals?
- what are their habitats?
- if you could be an animal which animal would you like to be?

FUNCTIONS & USEFUL LANGUAGE

You should ...

- protect the animals because this world is not only humans world.
- talk about animals and their habitats which you watch at ppt slides.

SUGGESTED CONTEXT & TASKS

Contexts

Cartoons, Charts

Conversations, Illustrations

Lists, Notices, Picture strip story

Postcards, Posters, Songs, Stories

Tables, Videos, Websites

Tasks/Activities

Drama (Role Play, Simulation,
Pantomime)

Information Transfer

Labeling, Matching

Question and Answer

Reordering, Storytelling

ASSIGNMENT & EVALUATION

Assignments

- Students prepare a poster about how to protect animals.
- Students work in groups and talk about their opinions about animals.

LESSON SUBJECT

DEMOCRACY

LEARNING AIMS

Students will be able to recognize some key features related to the concept of democracy.

Students will be able to talk about the stages of classroom president polls.

Students will be able to give short descriptions of past and present events.

EQUIPMENTS

Flash cards, computer, papers, pencils, box

TIME

2 lessons

WARM UP

The students will be asked some questions like:

- do you know what is democracy?
- how can a people be democratic
- to be democratic is our responsibility?

FUNCTIONS & USEFUL LANGUAGE

Talking about stages of a procedure

You should ...

- choose your candidate.
- talk about your plans/opinions.
- respect others. write the name of the candidate. fold the paper. put it into the ballot box.

SUGGESTED CONTEXT & TASKS

Contexts

Advertisements, Cartoons, Charts
Conversations, Illustrations
Lists, Notices, Picture strip story
Postcards, Posters, Songs, Stories
Tables, Videos, Websites

Tasks/Activities

Drama (Role Play, Simulation,
Pantomime)
Find Someone Who...
Games Information/Opinion Gap
Information Transfer
Labeling, Matching
Question and Answer
Reordering, Storytelling

ASSIGNMENT & EVALUATION

Assignments

- Students complete and reflect on their visual dictionaries.
- Students work in groups and create an election campaign poster for classroom presidency

LESSON SUBJECT

ENVIRONMENT

LEARNING AIMS

Students will be able to identify specific information in various texts about environment.

Students will be able to write short simple messages about environment.

Students will be able to give short descriptions of process.

EQUIPMENTS

Flash cards, posters

TIME

1 lesson

WARM UP

The students will be asked some questions like:

- do you protect your environment?
- why do we have to protect our environment?
- what do you know about rain forests?

FUNCTIONS & USEFUL LANGUAGE

Giving explanations

You should ...

- Protect our environment because we need it.
- Protect rain forests because they are necessary for oxygen. We cant live without oxygen.

SUGGESTED CONTEXT & TASKS

Contexts

Advertisements, Cartoons, Charts
Conversations, Illustrations
Lists, Notices, Picture strip story
Postcards, Posters, Songs, Stories
Tables, Videos, Websites

Tasks/Activities

Drama (Role Play, Simulation,
Pantomime)
Find Someone Who...
Games Information/Opinion Gap
Information Transfer
Labeling, Matching
Question and Answer
Reordering, Storytelling

ASSIGNMENT & EVALUATION

Assignments

- Students complete and reflect on their visual dictionaries.
- Students work in groups and create an election campaign poster for classroom presidency

LESSON SUBJECT

RECYCLE

LEARNING AIMS

Students will be able to learn some new words about recycle.

Students will be able to understand why is it important?

Students will be able to start a campaign about recycle.

EQUIPMENTS

Some waste materials like bottles, papers, pictures, posters, pencils, some crayons

TIME

1 lesson

WARM UP

The students will be asked some questions like:

- what are the meaning of recycle, reuse and reduce?
- how can we reuse objects?
- have ever recycle anything?
- why is it so important?

FUNCTIONS & USEFUL LANGUAGE

You should ...

- observe how are the materials recycled in a factory from the video
- discuss with your friend the profits of recycle, reuse, reduce o the world.
- talk about your plans.

SUGGESTED CONTEXT & TASKS

Contexts

Videos ,Advertisements, Cartoons, Charts
Conversations, Illustrations
Postcards, Posters, Songs, Stories
Videos, Websites

Tasks/Activities

Drama (Role Play, Simulation,
Pantomime)
Games Information/Opinion Gap
Information Transfer
Labeling, Matching
Question and Answer
Reordering, Storytelling

ASSIGNMENT & EVALUATION

Assignments.

- Students work in groups and create a campaign poster for recycle.

POLAND

LESSON PLAN 1

TOPIC

Nationalities and Stereotypes

GRADE: 8

Time: 45 minutes

Objectives:

The students will:

- understand the word: "stereotype"
- hear authentic statements in English
- learn and use new vocabulary in conversation.
- gain a little cross-cultural understanding.

Materials:

- computer with internet connection
- projector
- small sheets of papers
- a big, a sheet of paper (blue, yellow, green, or orange)
- pens
- crayons
- felt-tip pens
- a dictionary

Activities

- 1.Begin a discussion about how people from other countries tend to perceive people from our countries. Introduce the word "stereotype", but be sure that everyone understands what it usually means in English
 - a preconceived generalization about how people of a certain group look or behave. Write the answer on the board.
- 2.Warm-up activity- students choose a card with a question about stereotypes.

<https://wordwall.net/pl/resource/2866949>

3. Watching a film

Explain that you are going to show a YouTube video

(<https://youtu.be/4MRZbWuUmkk>) with 70 different speakers talking about common stereotypes of their own countries.

4. Activity during watching: Ask learners to try to catch any stereotypes that apply to their own countries.

5. Activity after watching: Continue the discussion and bring the focus to stereotypes of neighbouring countries.

Ask the questions:

Are these stereotypes fair?

Why or why not?

5. Ask the students to create a poster:

"Stop stereotyping:"

Summarise:

In the end, one student of each group presents the poster and display the poster on the wall in the classroom

LESSON PLAN 2

TOPIC

Voluntary work

GRADE: 6

Time: 45 minutes

Objectives:

The students will:

- know the meaning of the term volunteering, voluntary work
- flash on what important is the voluntary work
- do a mini-survey
- work in a group

Materials:

- small sheets of papers
- a big, sheet of paper (blue, yellow, green, or orange)
- pens
- crayons
- felt-tip pens
- a dictionary

Activities

1. Jobs: important factors.

Ask some of the students what jobs they hope to do in the future. Then ask them to think about the factors that are important to them when thinking about jobs.

Ask students to brainstorm as many ideas as they can and to write them down. If you prefer, do a group brainstorm on the board. Their ideas may include: money/well-paid, you like the job, near your home, don't have to wear a uniform, satisfying job, it's inside / outside, working with people, creative, etc.

When students have written the top three factors ask them if one of their top three was to do with money.

This will lead you nicely into the idea of voluntary work. Make sure all the students understand the concept of voluntary work- discuss the term.

MINI-SURVEY

Tell the students they are going to find out about their classmates by doing a mini-survey about volunteering. There is only one question to the survey so the idea is for students to find out as much information as they can by asking the two follow-up questions and making notes. When they have gathered the information, get some feedback from the whole group- discussion about the volunteering and importance of voluntary work.

3. Work in groups: Poster Campaign

Divide the students into small groups- each group- 4 students. Tell students that they are going to design a poster to encourage young people to do voluntary work. They should think of a motto or a heading for the poster.

Summarise:

In the end, one student of each group presents the poster and displays the poster on the wall in the classroom.

LESSON PLAN 3

TOPIC

**Everybody is special,
everybody is unique.**

GRADE: 8

Time: 45 minutes

Objectives:

The students will:

- understand the word „identity“
- know what is a feature and know its types
- know self-esteem
- can objectively evaluate
- can work in a group

Materials:

- a paragraph of the novella „The Little Prince“ written by Antoine de Saint Exupery
- a dictionary
- cardboard's shape of human's body (one for each student)

Activities:

1. Reading the part of the novella „The Little Prince“ written by A. de Saint Exupery
2. A short talk about the text.
3. Explaining the meaning of the word identity :

„identity- who a person is, or the qualities of a person or group that make them different from others.“

4. Work in a group:

- The students sit in a circle. Each of them receives the shape of a human's body cut out from the cardboard and writes their names. The students give each other the paper bodies and write down the best attributes/characteristics of the individual student. In the end, each student receives his/her template with his/her characteristics.

5. After receiving the paper figures the students answer the questions:

- Do I agree with the picture of my figure created by other students?
- What was surprising? What I didn't notice, what the others recognized.

Summarise:

In the end, the students write down the common parts of the identity of each human being.

LESSON PLAN 4

TOPIC

What for do we need rules?

GRADE: 5-7

Time: 45 minutes

Objectives:

The students will:

- understand the importance of rules in our community
- watch a film in English
- work together

Materials:

- computer with internet connection
- projector
- a big, sheet of paper (blue, yellow, green, or orange)
- pens
- crayons
- felt-tip pens
- a dictionary

Activities

1. Explain that you are going to show a YouTube video (<https://www.youtube.com/watch?v=WB3zolACjul>) about Ryan who hates rules.

2. Ask students to describe what would happen if there were no rules or laws at home, in school, in traffic, or against stealing, attacking, etc.

3. Ask the students to establish classroom rules. Write them on a big poster.

4. Discuss why rules are important and have them define the consequences if they are broken.

5. Ask the students to sign the poster with their names as confirmation that they agree to follow the rules.

6. Display the poster on the wall in the classroom

7. Summarise:

Let the students summarise the lesson.

GREECE

VOLUNTEERISM DEFINITION

Voluntary is the provision of services to the community as a whole, in various areas, without the need for compensation, it is solidarity and selfless offer.

Volunteering is not just a term, it is a way of life that promotes the active participation of citizens in defending their fundamental rights and enhances social solidarity and cohesion.



Amazing Volunteering Actions

- ▶ Doctors who went to poor neighborhoods to help people
- ▶ Doctors who went to Africa and Asia to fight deadly diseases and epidemics
- ▶ Teachers who teach children from poor families with no pay
- ▶ All of the above are a shining lighthouse of humanity and an example of solidarity in a world dominated by individualism and speculation.

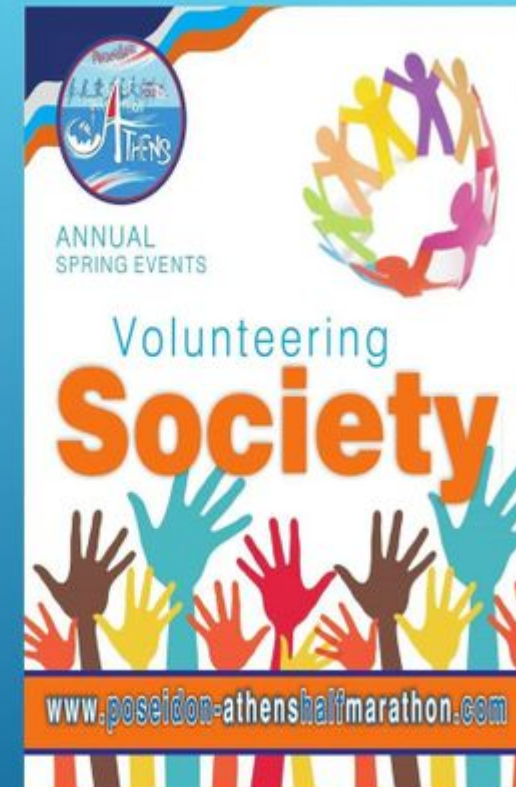


Why is it OK to become a Volunteer?

- ▶ Contribution - Solidarity - Altruism
- ▶ Offering to something I love and the state cannot support it to the fullest extent possible
- ▶ Personal Benefits
- ▶ Through the unique experiences that volunteering offers, volunteers reinforce the good aspects of their character and shape a better person.
- ▶ Volunteers develop new skills.



- Knowledge of new things
"Window to the World". Only when one sees extreme poverty, the shadows it leaves behind of a war, the need for survival, the disappearance of species, can understand what it all means about him and how much they can influence the rest of the world



- ▶ Entertainment

Volunteering can be tough, painful, and frustrating, but it is also usually very fun and very satisfying.

- ▶ Friendship

People often find lifelong friendships through volunteer work.



*Misinterpretation of **Volunteering***

- **1st** It does not mean that any actions will be taken by volunteers on a permanent basis so that the state and the local bodies to withdraw from them
- **2nd** The use of volunteers does not mean 'free of workers' hands »
- **3rd** Volunteers expecting future benefits from their activity or the services they provide.

We need to understand the value of volunteering:

How;

- Awareness and awareness of the nature, values and goals of volunteering
- Presentation of the positive aspects of volunteering at both individual and collective level



Who;

- Family
- School
- Voluntary
- Organisations
- State and
- local agents
- Media



In what way;

- Culture change
- Spiritual cultivation
- Uninteresting Offer



Application

- Uninteresting Offer
- Active Citizen Solidarity
- Humanity
- Culture change
- Contribution
- Window to the world
- Altruism
- New skills
- Awareness Raising Love
- Participation in the public
- Improving our character



VOLUNTEERING

Group age: 14

Duration of lesson: 45'

Teaching objectives:

After the end of the lesson the students learn:

- To recognize the value of volunteering, volunteering and active citizenship.
- To report on various non-profit organizations.
- To report ways of engaging in volunteer activities.
- To suggest and develop action plans as active citizens in their community / neighborhood / school.

Required Materials:

PowerPoint, School Board, Videos

INTRODUCTION/MOTIVATION (7'): Watching a [video 1](#), [video 2](#), [video 3](#) on volunteering

MAIN PART:

PRESENTATION (20')

DISCUSSION WITH THE STUDENTS (10'):

1. Defining Volunteerism Question for Students - PowerPoint - Using Table
2. Volunteer Actions Student Question - PowerPoint
3. Benefits of Volunteering PowerPoint
4. Interpretation of Volunteering Lecture - PowerPoint Discussion
5. Developing a Volunteer Spirit Lecture - PowerPoint Discussion

QUESTIONNAIRE – EVALUATION: (8')

Question 1: Volunteering is the selfless offer of a person. **True / False**

Question 2: There are several voluntary organizations offering educational and medical services. **True / False**

Question 3: To qualify as a volunteer it is enough to offer his services only once in a lifetime. **True / False**

Question 4: Through volunteering one can enhance the good aspects of one's self and improve one's skills. **True / False**

Question 5: The use of volunteers means the use of "Worker's hands without pay". **True / False**

Question 6: People often find lifelong friendships through volunteer work. **True / False**

Question 7: Volunteers expect future benefits of their activity or the services they provide. **True / False**

Question 8: Volunteering means active citizenship. **True / False**

Question 9: Young people cannot become volunteers. **True / False**

Question 10: Volunteering is a job that offers satisfaction but it is forbidden. **True / False**

RECAP

Active participation in the public.

Volunteer = active citizen.

Form of active citizenship education.

Awareness of youth on the value of solidarity and active participation in the community.

Involvement of schools in Voluntary tree planting, public landscaping (squares, parks), coast cleaning.

Grade Level : High School

Subject : "EUROPEAN UNION"

Activity time : 1 hour

Lesson goals :

1. Find out what children know and want to learn about European Union.
2. To learn how EU was created
3. To understand what EU is and what it does.
4. To find out the goals and values of EU.

Materials required :

- An image of the Flag of Europe
- A school board
- The official site of European Union
- Maps of Europe for all the students
- Computers / projector
- Coloured markers

Instructions

As a warmup you show the Flag of Europe and ask students to recognize the flag and discuss with them what the stars mean.

After this activity ask the students to write on board the countries of EU.

Instruct them to visit the link:

https://europa.eu/european-union/about-eu_en

Give everybody a white map with European Countries and ask to color the members of EU.

Additional tell the students to visit and explore the link and answer the following questions

<https://op.europa.eu/webpub/com/lets-explore-europe/en/#chapter0>

1. Members of the EU use a common currency called the:.....
2. Who are the goals of EU?
3. Which of the following is not a governing body of the EU? (underline the right answer)

European High Court

European Court of Justice
Common Council of Ministers
European Parliament

4. A Frenchman calledis the "father" of EU.

5. Visit the follow link and listen to the European Anthem.

https://europa.eu/european-union/about-eu/symbols/anthem_en

Who has composed it?

Feedback

6. Finally play a quiz about EU

https://europa.eu/learning-corner/quiz/what/question_1_en

Grade Level : High School

Subject : "HUMAN RIGHTS"

Activity Time : 1 hour

Lesson goals :

1. Find out what children know and want to learn about human rights, their protection and abuse.
2. Understand where human rights came from.
3. Understand Human Rights
4. Understand that human rights belong to everybody.
5. Understand that every human right is important for human beings to live and grow.
6. To stimulate students' interest with the help of New Technologies
7. To foster students' self-efficacy through information retrieval from the Internet
8. To engage students in collaborative learning

Materials Required :

- Videos about Human Rights
- Computers /Projector
- School board

Key Vocabulary :

- Human rights
- United Nations
- Universal Declaration of Human Rights

Instructions:

Ask the class to brainstorm a list of specific human rights and write them on the school board.

Try with the students to define some of the written human rights.

Watch all together the above videos about human rights

https://www.youtube.com/watch?time_continue=73&v=sRS-ToNpcNY&feature=emb_logo

<https://www.youtube.com/watch?v=pRGhrYmUjU4>

After watching the two videos ask the students to tell you what human rights they didn't know before learned from the videos and tell them to fill in the board with the new knowledge.

All students read carefully the declaration of human rights at page :

<https://www.un.org/en/universal-declaration-human-rights/>

Feedback

When all students finish reading the article, you give them instructions to play the following game on their computers in order to verify what they have learnt

<https://quizizz.com/admin/quiz/5e62adf9d842e2001b7f36e2>

THE CYCLE OF WATER

Educational problem:

While students recognize elements that make up the environment and the world around them from an early age, they often cannot understand the interaction of these elements with each other. At the same time, they are often unable to understand the effect their actions and choices have on it.

The teacher at this point is supposed to help the students understand how important this element is for life, to follow the water cycle with them, to describe the forms and changes of its physical state, but above all to help understand the delicate balances and correlations of the elements that make up the environment and how they relate to the major later modern environmental problems of water, such as scarcity and degradation. The ultimate goal is to raise awareness of the need for rational use and protection of water, as an active and responsible citizenship.

General description of content:

This scenario is cross-sectional approaching the water element. The main axes on which it moves are two. The first is about getting acquainted with the water cycle, the forms and uses it can have, while focusing on the contemporary environmental problems that threaten it. The ultimate goal is the cultivation of the students' environmental-ecological consciousness.

Teaching objectives:

- Make students aware of water as an element by recording its cycle and its various uses.
- To approach and become aware of contemporary environmental problems

Keywords :

- Environmental education
- Intersectionality
- Water
- Water cycle
- Environment
- Infection
- Water shortage.

Necessary equipment:

- Computer, computer lab, interactive board, internet.

Course duration:

- 45 min

Suggested Age Group:

12-15 years

Part 1: The water cycle

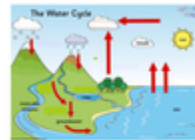
Duration: 20'

Venue: Computer Lab

This part includes the following stages:

1. The impulse that will be given through watching a related [video-the cycle of water](#)
2. The game - assessment, through an electronic application that the students will complete either on the computer or on their mobile phone:

<https://www.youtube.com/watch?v=R8NQUQDZ3N0>



<https://learningapps.org/watch?v=p538dxkbn20>

Part 2: The environmental problems of water

Duration: 25'

Venue: Classroom

At this stage the students: With the help of a questionnaire they detect their own knowledge and attitude on the rational use of the endangered good.

Questionnaire

Question 1:

It is considered that your information is sufficient for environmental problems related to water:

On a scale of 1 to 5, 1 is sufficient for 5 to be inadequate.

Circle accordingly 1 2 3 4 5

Question 2:

Are you implementing water-saving measures in your home?

Circle accordingly YES NO

Question 3:

If so, what are these

Question 4:

In which of the following household water consumption do you consider to be the biggest waste:

1. In the kitchen
2. In the bathroom
3. In the cleanliness of the house
4. Washing clothes
5. Other

Question 5:

Which of the following water use practices do you consider to be environmentally friendly and would you accept to use them yourself:

1. Desalination
2. Rainwater collection
3. Reuse of treated wastewater for biological purification
4. All of the above.

Question 6:

Which activity do you think has the most impact on the quantity and quality of water resources in your area:

1. Household use
2. Tourist activities
3. Industry
4. Agricultural activities

Question 7:

Choose from the following problems, the 3 most important in your judgment:

1. Over-pumping of groundwater
2. Water pollution from excessive use of fertilizers and pesticides in agriculture
3. Water pollution from city sewage and landfill
4. Water pollution from industrial waste water
5. Lack of drinking water

Question 8:

Which of the following practices do you think could improve and cope more effectively with serious water problems: (select one)

1. Change of consciousness and attitude towards water use
2. Take additional water-saving measures
3. Use of recycled water for irrigation
4. Changes in the legal framework in agriculture and industry regarding water use

Question 9:

What measures do you propose to address the serious problems of rational water management?

.....

Conversation in the classroom – Conclusions

ROMANIA

GREEN SCHOOLS

WWF ROMANIA






BRITISH COUNCIL

GREENITATIVE

TEACHER'S GUIDE

Lesson 2: Biodiversity – We are all interconnected. Preserving biodiversity

Specific skills: 1.2 Becoming aware of the close links between various species and the natural balance they underpin. Becoming aware of man's belonging to this network.
3.3 Understanding the main sources of environmental impact and the human activities generating them. 6.1 Becoming aware of the individual responsibility to fix the environmental impact of human activities. individuale în reglarea impactului activităților umane asupra mediului.






				
5'	Energising and introduction	Stork – frog – mosquito (instructions in the Green compendium) The teacher writes on the blackboard the title of the activity to manage to visualise and understand the place that each species takes within the food chain. *** The activity can be conducted in the courtyard to allow more room for moving around and avoid accidents.	Energizer	Green compendium
5'	Starting the lesson Introducing the topic	Introducing the new content: What is the link between the 3 animal species in the activity we have just completed? Introducing the lesson – Biodiversity – species interrelations (Student's Textbook) The teacher explains: food chain, food web One of the most important environmental relationships between plant and animal species is the feeding relationship. All species that rely on each other for food are connected into a chain, known as the " food chain ". When more food chains are linked together, there is a " food web " formed at the interconnections (for instance, if we were to use a more "graphic" comparison, we can imagine a fruit tree that feeds several species; the fruit of the tree can be considered the web "interconnections"; the same fruit can be eaten by more types of birds). What examples of food chains do you know?	Facilitated discussion Mini-lecture Facilitated discussion	Student's Textbook, projector
20'	Guided practice	The Network of Life activity (instructions in the Green compendium). Introducing the threats to the stability of food webs and consequently, to biodiversity. Several intersecting food chains make up a food web. Have you ever witnessed a food web? Let's create one ourselves here in the classroom. A hands-on exercise meant to help visualise the way the food web interconnections relate to each other and become aware of the interdependence between the organisms making up the web. Food		Green compendium Hemp rope ball, post it notes or paper notes that can be fixed

		<p>web imbalances, mainly the disappearance or reduction of some species will also be demonstrated through facilitation.</p> <p>When introducing the idea of imbalanced and threatened food web, the teacher will use these examples (Student's Textbook): water, air and soil pollution, climate change, introducing, by design or accident, new species, overuse, habitat loss and fragmentation.</p> <p>Optionally (subject to time availability): Reinforcement: to more easily illustrate the link between environmental components (biotic and abiotic) watch this video and think about the links between plants, animals and people: https://www.youtube.com/watch?v=OjGe_OYWQQ&list=PL6C318FE7C94426A4 or https://www.youtube.com/watch?v=t4gLIxnlw2I</p>	Facilitated discussion	<p>using sticky tape (one for each student), marker pen or regular pen</p> <p>Student's Textbook</p> <p>Projector, laptop, internet access</p> <p>Manualul elevului</p> <p>Videoprojector, laptop, conexiune internet</p>
		<p>Threats – optional (subject to time availability)</p> <p>1. The Danube Delta, which is the largest wetland in our country, is running the risk of losing ground and part of its wealth of species. You can learn more about the Danube Delta and the issues facing it in this video: https://www.youtube.com/watch?v=AFYQJ2Ird9Y</p> <p>2. On the website entitled the Earth Clock (http://www.poodwaddle.com/earthclock.swf) you can calculate in real time the number of plant and animal species worldwide. Rows 8, 9, 10, 11 indicate the figures for the following:</p> <ul style="list-style-type: none"> - the number of extinct species - the number of hectares of forest lost - the number of hectares of forest replanted - the number of hectares of land turned into desert 	Watching film Calculations, teamwork, facilitated discussion	<p>Projector</p> <p>Student's Textbook</p>

10'	Guiding learning	<p>Solutions to preserve biodiversity (Student's Textbook) After a brief round-up of threats to biodiversity (mentioned in the previous exercise), the teacher facilitates a discussion on biodiversity preservation.</p> <p>What can each of us do to stop and/or restore part of the areas/ecosystems and save endangered plant and animal species?</p> <p>1. Prevent – As you well know, it is always best to prevent any activity harmful or risky to biodiversity. To this end, using “clean” or “environmentally-friendly” technologies, the rational or sustainable use of natural resources is important.</p> <p>2. Protect – Where prevention does not happen, people have set up protected nature reserves in an attempt to maintain biodiversity.</p> <p>The solutions put forward by the Student's Textbook are discussed.</p> <p>One of the solutions we recommend you concentrate on: The protected areas preserve the wildlife biodiversity in that area, without ruling out the improvement of the inhabitants' quality of life, observing what nature can produce and the amount of human activities it can withstand. Many believe that declaring an area protected means that nobody can approach it anymore, except maybe for research purposes. Actually, the aim of a protected area is to maintain or, if needed, help restore the wildlife populations in the initial natural conditions. Although some parts of a protected area are accessible only for hiking, in other large portions the lives of the inhabitants go on as usual, bearing more in mind, however, the priceless environment surrounding them. At the same time, protected areas are also meant to teach us how we may enjoy the benefits of nature without interfering with its balance. The protected areas therefore have a multitude of roles: scientific research, protecting species and genetic diversity, preserving the gifts provided by nature (the services which we will talk about in future classes), protecting natural and cultural values, tourism and relaxation, education.</p> <p>Optionally (subject to time availability): – types of protected areas: Romania is rich in natural areas which are worth protecting given their biodiversity. Depending on their size, on how rare some species are or on the activities that can be carried out on their grounds, protected areas come in several types.</p> <ul style="list-style-type: none"> - protected areas of national interest – nature parks, national parks, nature reserves, Natura 2000 sites that belong to the European Natura 2000 network - protected areas of international interest – Biosphere reserves, wetlands of international importance / Ramsar sites - protected areas of local interest, at the county or local level <p>Group discussion for knowledge assessment and reinforcement:</p> <ul style="list-style-type: none"> - What are the protected areas near us? - What other protected areas do you know? - What are the most significant protected areas in Romania? - Have you ever been in a protected area? 	Facilitated discussion	Projector Student's Textbook
-----	------------------	--	------------------------	------------------------------

		<p>- What can we do there? What CAN'T we do there?</p> <p>Optionally (subject to time availability) – other ideas on biodiversity preservation</p> <p>There are plenty of ideas that we can put in practice ourselves</p> <p>Biodiversity is directly or indirectly connected to a myriad of activities that we conduct daily. For instance, there plenty of suggestions to safeguard it through our actions. Here are just some of them in the leaflet printed by the European Commission and entitled 52 tips for biodiversity: http://ec.europa.eu/environment/nature/info/pubs/docs/brochures/biodiversity_tips/ro.pdf Which one do you think you could start doing as of tomorrow?</p>		
10'	<i>Wrapping up</i>	<p>Guess who? (instructions in the Green compendium) Short energizer meant to assess and reinforce knowledge.</p> <p>Before introducing the activity, a brief round-up of information taught and new terms could be conducted. The teacher writes the key words of the lesson on the blackboard to encourage the students to use them throughout the game (the purpose of this is to assess and reinforce knowledge).</p>	Dynamic assessment	Green compendium Post-it notes with the key words on them

Lesson 4: The world's ...footprint and a first step to reducing our individual footprint

				
10'	Introduction	<p>Introducing the lesson by an energising activity: "The world pie" (instructions in the Green compendium)</p> <p>The purpose of the activity is to show the unequal distribution of natural resources worldwide, between large consumer countries and the rest. Throughout the activities the teacher will ask students about what they think about this issue, then move on to the to countries' ecological footprints topic: <i>Which countries do you think consume the most resources (few people sharing a very large area)?</i></p> <p><i>Ultimately the well-being of each of us is important, within planetary limits. This is why we will switch from the broader discussion about what happens globally, to the environmental responsibility and happiness of each of us.</i></p> <p>Note to the teacher: Optionally, the Green compendium includes two more methods related to this topic which you could consider when planning this class or other activities:</p> <p>The world restaurant – a very powerful method which helps reinforce the resource distribution inequality concept. It can be organised during camp or an activity where a snack and a coffee break are provided.</p> <p>The Ecological footprint of continents – help understand the particular case of each continent and putting that into perspective. It can be coupled with a geography lesson.</p>	<p>Energizer</p> <p>Facilitated discussion</p>	<p>Green compendium</p> <p>Rope and two sticks</p> <p>*large room required, using an outside area is recommended</p>






20'	Guiding learning	<p>The ecological footprints of states, Romania's included (see illustrations in the Student's Textbook)</p> <p>Two issues influence people's ecological footprint:</p> <ul style="list-style-type: none"> - Their lifestyle— how much and what we eat, what and how much we buy, how we get around, etc - The country (context) in which we live – how our country manages natural resources, how efficient and agile its systems are, e.g. transport, manufacturing, energy transmission, water distribution systems, etc. <p>For this session, the teacher may use a set of statistical graphs in the Student's Textbook which compare the per capita ecological footprint of inhabitants in various countries: - The ecological footprint map of continents</p> <ul style="list-style-type: none"> - The per capita ecological footprint of countries - The 5 countries whose ecological footprint equals that of the rest of the world - Romania's ecological footprint <p>Note to the teacher: due to time constraints, you can focus on just one of the world graphs. You may tie the 5 countries with the largest footprint discussion to the energising activity.</p> <p>The discussions can be sustained using questions such as:</p> <ul style="list-style-type: none"> - What do you notice when you look at this map? Compare it to a typical world map. Which continents and countries have the smallest and the largest ecological footprints? Do the data look like the illustration above? - Which continents have the largest and the smallest ecological footprints? What countries do you know on these continents? What is the population on the continents? What else do you know about each continent which could have an impact on their ecological footprint? - What draws your attention about this graph? How many countries have a footprint above 1 Earth, how many, more or less, have a footprint below 1 Earth? Which countries? How do you generally feel about that? 	Facilitated discussion on the graphs	Student's Textbook, projector, PC
10'	Independent work	<p>What do we most want in life? Do we really need to use all those things?</p> <p>More often than not, when people understand that they have an ecological footprint and they start to care about how they impact the planet, they start asking some natural questions...</p> <ul style="list-style-type: none"> - Can I really cut my ecological footprint? But can it be done, more concretely? And, more importantly, how can it be done without spending more or living worse? <p>We believe that the answers to these questions bear good news</p> <ul style="list-style-type: none"> - Yes, you can ☺ - There are many simple ways to cut your ecological footprint, and you will learn many of them in this course - Actually, by paying attention to your ecological footprint you might find out that you can spend less and ... lead a better life 	Mini lecture	

		<p>More importantly, the ecological footprint may drive you to reassess your lifestyle and, in a way your whole life. It may be a good opportunity to question and define whatever is truly relevant to you.</p> <p>For many people happiness is the most important. There are even studies assessing the degree of people's happiness. The research indicate that people's happiness is not directly proportionate to the amount of goods they consume.</p> <p>Individual thinking: The teacher invites students to reflect about and write down the ingredients of their moments of happiness.</p> <p>- When have you been the happiest? Take a few minutes to think and remember one or several happy moments in your lives. Try and recreate the mental image of the time, like in a film. What were the actual key ingredients of that happy moment?</p> <p>The students write down the answers. Then they answer the following questions:</p> <p>- How many physical objects did you use at that time? How much did your state of mind depend on those objects?</p> <p>After this insightful thinking, they can share some of their happy moments with the whole class (by volunteering or by throwing a ball). They can discuss the importance of physical objects in that moment of happiness.</p> <p>To conclude: If we don't need things to be happy, we can ask ourselves if we really need everything we use. By asking that each time we are about to buy something, we take the first big step towards restoring balance to our footprint. You may draw on the check list in the Student's Textbook.</p>	Facilitated discussion	
10'	Round-up and reinforcing key concepts of chapter II.1 Ecological footprint	<p>Round-up of the lesson and chapter</p> <p>The end of the lesson and the chapter is the right time to reinforce the key concepts and the connection between consumption and the planet's well-being. Connect the dots between Topic I – what do we get from nature? and Topic II – what do we give back to nature? The tone is upbeat and responsible.</p> <p>!!! Identifying solutions to reduce the ecological footprint – activity to be resumed at the end of each chapter in Topic II:</p> <p>draw a foot on a flipchart sheet (a footprint) almost as large as the sheet. The title is How can I reduce my ecological footprint? or Solutions to reduce the ecological footprint</p> <p>The teacher encourages the students to come up with concrete solutions to reducing the ecological footprint, based on what they have learnt so far. The students or the teacher will then write them down on post-it notes or stick them on the footprint sheet.</p> <p>Note: Throughout Topic II, the sheet should remain in the classroom, and, at the end of each chapter, new solutions relating to the studied topic – food, consumption, housing, transport added by the students.</p>	Facilitated discussion	Flipchart paper, paper tape or glue, marker pen, post-it notes

Lesson 2: Energy generation and consumption. My energy bill

Specific skills: 4.1 Finding the carbon footprint of buildings. Establishing how buildings impact the environment. Suggesting concrete solutions to reduce the carbon footprint of buildings

Keywords: The footprint of the house. Energy, energy sources, energy mix, clean energy, solar panels






				
	*** Preparation	<p>Preparing the lesson. The students should have prepared a small project, namely the data which helped them monitor the share of various energy sources in the national energy mix. We recommend that the teacher should keep an eye on the www.transelectrica.ro website to have an idea on the changes during this period.</p> <p>The teacher may also bring one or two electricity bills of their own or of the school.</p>		Internet, Invoices optionally
2'	Introduction	<p>Introduction. The teacher announces the day's topic – My energy bill – and explains that it is perfectly connected to the home assignment.</p>	Facilitated discussion	Student's Textbook
15'	Independent work	<p>Romania's energy mix</p> <p>The teacher starts by reminding what the home assignment was and summarises the energy sources used in Romania: hydropower, coal, wind power, nuclear power, hydrocarbons, biomass, solar power. They make up Romania's energy mix.</p> <p>10' The teacher draws on the blackboard, writing down on the left the energy sources listed above, with the days of the previous week on top. Together with the students he writes down the values (or the ranking) of each energy source for each monitored day.</p> <p>5' With the students he analyses the changes and looks for explanations. Students need to back their opinions with arguments. You will find that in sunny days the share of solar power increases, in cold windy days wind power ranks first, and in winter coal is top of the list.</p>	Facilitated discussion	Blackboard

Lesson 2: Let us reduce our footprint starting with paper, appliances and the Internet

Specific skills: 6.2 Recognising the environmental impact of our lifestyle. Understanding the link between certain consumer goods and the environment.

Establishing simple solutions to reduce the footprint of shopping.

Keywords: resources needed to produce paper, share of paper of total waste, paper recycling stages, footprint of electronic devices determined by natural resource and energy use, e-wastes (electronic waste), solutions

				
20'	Introducing the topic, key concepts and statistics	<p>Introducing the topic by a contest</p> <p>The teacher announces to the students that they will have a chance to test their knowledge or...logic (when they don't know the answer) on subjects relating to the day's topic. The students are divided into two teams and write down their answers on a piece of paper, saying them out loud at the end. The teacher can write the questions on the blackboard and then fill in the answers. The purpose is to list on the blackboard a series of interesting pieces of information/figures on the footprint of paper and electronic devices which will act as material for future discussions.</p> <p>The questions are about information in the Student's Textbook and the correctness of answers will be checked later, with the whole class. Here are some examples of questions:</p> <ul style="list-style-type: none"> - Does paper contain water? (Answer: Yes) - How many trees are needed to produce 1 tonne of paper? (Answer: 10-17 trees) - How much of our garbage is paper, weight-wise? (Answer: 41%) - What about volume-wise? (Answer: 57%) - How many times can you recycle paper? (Answer: 4-5 times) - How many mobile phones are there in the world? (Answer: already more than people in 2010) - How much mining waste is generated to extract the gold needed for the circuit board of one mobile phone? (Answer: 100 kg) - What is the carbon footprint (expressed in grams of CO₂) of a minute's mobile-to-mobile call for a year's usage at 1 hour per day? (Answer: 1250 kg) - What is the share of e-waste of total waste? (Answer: 2%) - What is the share of e-waste of toxic waste? (Answer: 70%) 	Assessing knowledge through a contest	Student's Textbook, projector

		After a short thinking time for each question, the teams will take turns to say the answers to each question. The teacher starts a discussion where the students are asked to bring arguments.		
20'	Guiding learning	<p>The Ecological footprint of paper. The footprint of electronic devices and the internet</p> <p>Using the Student's Textbook the teacher and the students go through the information on the ecological footprint of paper, electronic devices and the internet. The initial reason is to check the correctness of answers.</p> <p>Facilitated discussion: After writing the correct answers on the board, the teacher asks the students how they got to the answers and which information came as a surprise/impressed them most. A small ball may be used to make the discussion more dynamic.</p> <p>Later, if needed, they will go over the information in the Student's Textbook, recreating the logic and insisting on some information, such as the sources which determine the footprint of these goods.</p>	Facilitated discussion	<p>Student's Textbook</p> <p>Small ball</p>
10'	Guiding learning	<p>Identifying solutions to reduce the ecological footprint</p> <p>Students are now challenged to find as many concrete solutions as possible to reduce the footprint of paper, electronic devices and the internet. They can work, as at the outset, in two large teams with each group dealing with one area. They have a five minute task time, after which they will share the answers with the whole class. The second team can add to their list. All solutions are written down on post-it notes and stuck on the ecological footprint chart.</p>	Facilitated discussion	The ecological footprint chart, post-it notes, marker pen

**THANK YOU FOR YOUR
ATTENTION!**