



## **TEACHING SCENARIO FOR IMPLEMENTATION OF THE INTERDISCIPLINARY PROJECT FOR STUDENTS**

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|------------------------------|--|
| <b>Project title:</b>        | Save the planet  |
| <b>Correlating subjects:</b> | English language and Arts  |
| <b>Key terms:</b>            | Climate change – global warming – raising awareness – climate activism – artistic activism – environmental art |

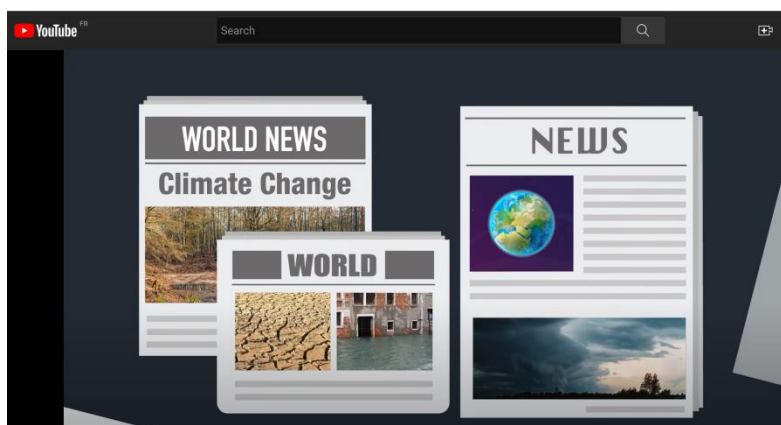
NB: This project follows a whole Biology teaching sequence on climate change, natural disasters, human activity and global warming. Students will already know most concepts related to global warming, its consequences on the planet, and what can be done to try to reduce the emission of greenhouse gases into the atmosphere.

|                                 |   |
|---------------------------------|---|
| <b>Activity title:</b>          | English language: global warming and its consequences |
| <b>Activity duration (min):</b> | 60 minutes  |

#### Detailed activity description:

Open the Youtube video <https://www.youtube.com/watch?v=IJoAcD0oUww>

and show the first screenshot of the video on the white board. Ask students what they expect to see and learn from the video.



We will cut the video in two. Show the students the video but stop at 3'15. This first part of the video is about climate change, natural disasters, global warming, greenhouse gases, and the consequences of global warming. The second part of the video will be seen another day – it tackles what we can do to help the planet by reducing our greenhouse gases emissions.

Instruct students to connect to Quizizz by clicking on the link

<https://quizizz.com/admin/presentation/62932fab260371001dba937e/global-warming>

The presentation introduces the notions and vocabulary needed in English, and includes multiple choice questions and open questions on the video. Students are allowed to go back to the Youtube video, if needed.

Then discuss the students' findings with the whole class.

Open Mindmeister and show on the white board a word map about natural disasters, climate change and global warming. You can choose to hand out a printed copy of this word map (Annex 1), to be kept in the

students' copybooks for them to learn.

Now hand out a printed worksheet (Annex 2) – it's a matching exercise about natural disasters. Discuss students' findings with the class.

For the next activity, hand out another printed worksheet (Annex 3) – instruct students to study a picture addressing the consequences of global warming. They must answer the various questions, and are asked to come up with their own sentences about global warming.

The activity as a whole could take longer than 60 minutes. If so, some activities on this latter worksheet (in particular, the writing activities) can be given to students as homework for the next class.

#### Activity adaptation for students with difficulties

#### Activity adaptation for gifted students and those willing to learn more

**Activity title:** English language : Save the planet (1) - warning

**Activity duration (min):** 30 minutes

#### Detailed activity description:

First, go through students' homework and make sure they've understood the activities on the worksheet (Annex 3).

Start this new session by showing a WWF poster on the whiteboard (taken from the textbook E for English 3e) – from Annex 4. Encourage the students to describe the poster, writing their answers on the board.



Hand out Annex 4 and instruct students to read it first, understand the key words, then connect to Wizer.Me by

clicking on the link <https://app.wizer.me/learn/RP17VJ> . Students must describe the two posters by filling in blanks and answering questions.

Discuss the students' findings with the whole class. Discuss the environmental issues that the documents tackle and the awareness campaigns to warn about the issues. Do the students know the fiction characters on the pictures? Why were these used?

Instruct the students to copy the second poster's description in their books, for them to learn.

If there isn't enough time to finish the wizer.me worksheet, the writing activity can be given as homework.

#### Activity adaptation for students with difficulties

#### Activity adaptation for gifted students and those willing to learn more

**Activity title:** Arts – calling for action (1)

**Activity duration (min):** 60 minutes

#### Detailed activity description:

This lesson consists in studying various posters created as part of Global Warming awareness campaigns, in the UK and the US. Teachers can use the posters presented in Annex 6, or use their own.

The idea is to draw attention to various art styles used in the posters, such as comics or photo collage. To reflect on the use of digital tools (such as Photoshop and other montages) as creative instruments with an artistic purpose. Ask the students to reflect on what value digital tools can add to the awareness campaigns they are studying in this lesson.

Students will work in groups of two or four for at least 20 minutes and will need to present their findings to the rest of the class. Choose whether all students are given the same posters to study and analyse or whether you wish to select different posters per group of students. Students must answer the following questions:

1. Describe the document.
2. What do you find striking or interesting about it? (the scene, the character, the cultural reference, the slogan or cathphrase, etc)
3. Who, do you think, is the intended audience for this awareness campaign?
4. What is the document's message?
5. What do you feel, how do you feel, watching this poster?
6. To what extent do these posters represent «Anglo-Saxon» humour?

7. Thinking further: digital tools can be used as creative instruments with an artistic purpose. With that in mind, what value can digital tools add to these specific awareness campaigns?

Students will present their findings to the class, for everyone to discuss.

#### Activity adaptation for students with difficulties

#### Activity adaptation for gifted students and those willing to learn more

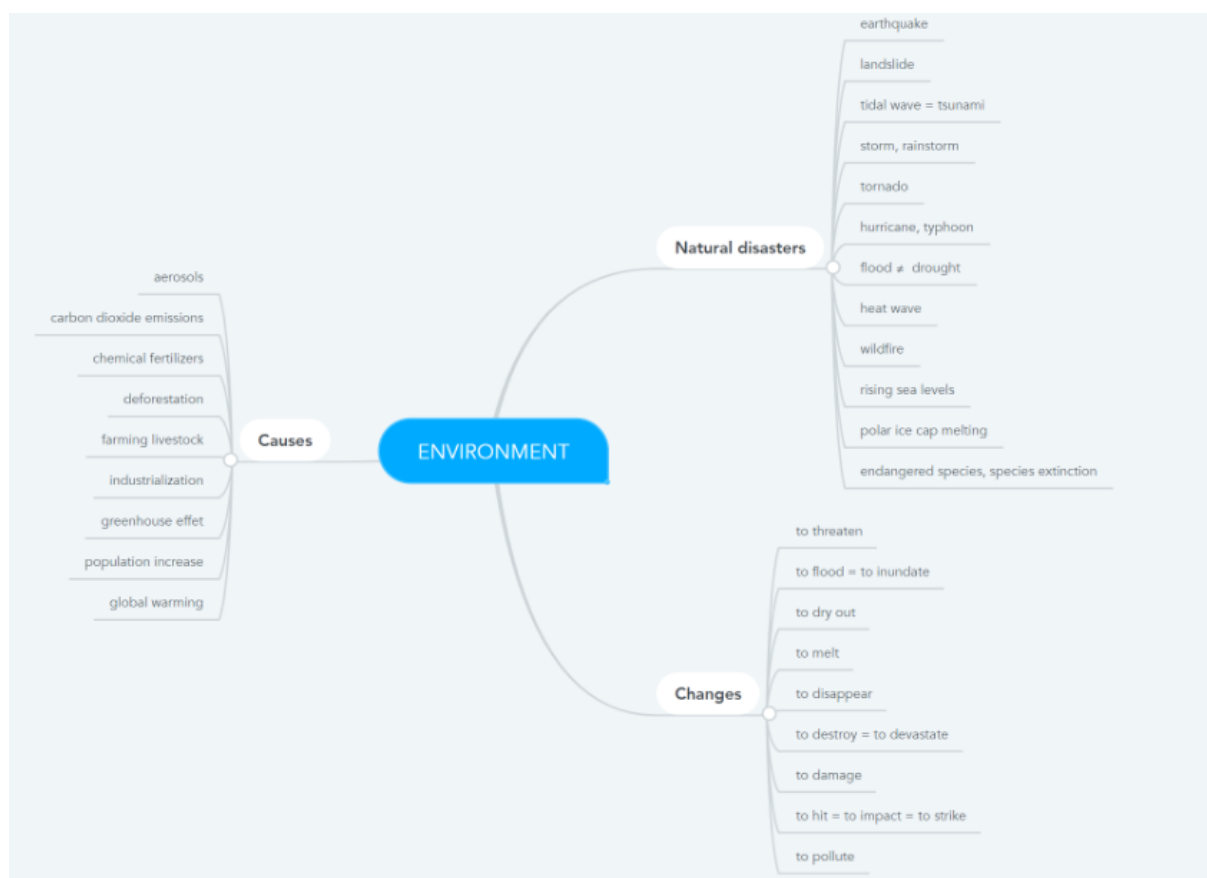
|  |                               |
|--|-------------------------------|
| <b>Activity title:</b>   | Arts – calling for action (2) |
| <b>Activity duration (min):</b>  | 60 minutes                    |
| <b>Detailed activity description:</b>  |                               |
| <p>N.B. Prior to this session, students will have had some training in using the digital tool Adobe Express, with the help of either the school's IT assistant, technician or even their Arts teacher. They will need to register online to be able to use the digital tool during this session.</p> <p>This specific session revolves around either Earth Day (celebrated in April) or Earth Hour (celebrated in March). Students are asked to celebrate the day by creating posters warning about (or denouncing, or criticizing) an environmental issue related to global warming. The posters will be exhibited in the school but also on the school's website.</p> <p>This session is creative: students learn how to use a digital tool to create their posters. This can be done on computers in the school's IT room or using tablets in the classroom. Students are instructed to come up with a target audience first, and think of a cultural reference, a fictional character, which will be understood by this audience. Their posters must include all the elements previously studied in class: slogan, logo, etc.</p> <p>To help students, work step by step using Annex 5. The document also shows a poster created using Adobe Express, as an example of what is expected of them.</p> <p>This activity can be time consuming, and it is possible to create (or show students how to create) an image stock ahead of the lesson, to save time.</p> <p>Should the activity take longer than expected, allow students to finish their work either during their free time at school, or at home (provided they own a computer or a tablet connected to the Internet).</p> |                               |
| <b>Activity adaptation for students with difficulties</b>  |                               |
| <b>Activity adaptation for gifted students and those willing to learn more</b>   |                               |

|   |   |
|---|---|
| <b>Activity title:</b>  | Anglais : Save the planet (2) – green actions |
| <b>Activity duration (min):</b>   | 30 minutes                                    |
| <b>Detailed activity description:</b>   |   |
| <p>Recall the last writing activity on the Tarzan poster (last English lesson).</p> <p>Ask the students to think of solutions to save Tarzan, or to prevent the situation described in the poster from happening in the first place.</p> <p>What can we do to save the planet? Watch the remaining part of the Youtube video (from 3'15) with the students : <a href="https://www.youtube.com/watch?v=IJoAcD0oUww">https://www.youtube.com/watch?v=IJoAcD0oUww</a> (the video will show students some actions they can take to fight or delay global warming).</p> <p>Instruct students to connect to a lesson on Quizizz by clicking on the following link <a href="https://quizizz.com/admin/presentation/62936bad76f9e7001e124bc3">https://quizizz.com/admin/presentation/62936bad76f9e7001e124bc3</a> . Students will be asked various questions related to the video, explaining the relevant concepts and vocabulary. They are allowed to watch the video again if needed.</p> <p>Discuss the students' findings with the whole class. Then show them (on the board) a word map created using Mindmeister : it shows the relevant vocabulary for the lesson. You can hand out the printed version for students to keep in their copybooks and learn the vocabulary.</p> <p>Finally, ask students to click on the Wizer.me link <a href="https://app.wizer.me/learn/AVN6DT">https://app.wizer.me/learn/AVN6DT</a> for various activities on how to save the planet from the consequences of global warming. Depending on how much time is left for the session, these activities (or some of them) can be given as homework.</p> |   |
| <b>Activity adaptation for students with difficulties</b>   |   |
|   |   |
| <b>Activity adaptation for gifted students and those willing to learn more</b>  |   |
|   |   |

|  |  |
|--|--|
| <b>Activity title:</b>   | Final task                                   |
| <b>Activity duration (min):</b>  | Not included in the 4-hour teaching scenario |
| <b>Detailed activity description:</b>  |  |
| <p>This final task asks students to work on the posters created in their Arts lesson, with Adobe Express, in English this time, and to add an explanatory text to their poster, in English. This can also be done using Flexclip to create a very short animation.</p> <p>The explanatory text must start with a description of the poster followed by an explanation of the creative process (my fictional character is ... / I chose to talk about this natural disaster ... / My message is: if we ... then ... / The catchphrase means ...)</p> <p>Ideally, these posters could be exhibited on Earth Day or Earth Hour.</p> |  |

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| <b>Activity adaptation for students with difficulties</b>                      |
|  |
| <b>Activity adaptation for gifted students and those willing to learn more</b> |
|  |

## Annex 1





## Annex 2

# NATURAL DISASTERS

Match the names of the disasters to the pictures. Then read the information about some of them and write their names on the line.

A mass of snow, ice and rock that slides rapidly down the side of a mountain:

\_\_\_\_\_

Coming of a great quantity of water over a place:

\_\_\_\_\_

Lava, cinders, gases come up suddenly from below the earth surface through an opening of a mountain:

\_\_\_\_\_

A series of water waves caused by the displacement of a large volume of body water :

\_\_\_\_\_

Violent and destructive storm over a small area:

\_\_\_\_\_

An uncontrolled fire in an area of combustible vegetation that occurs in the countryside or a wilderness area:

\_\_\_\_\_

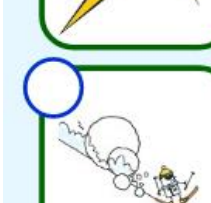
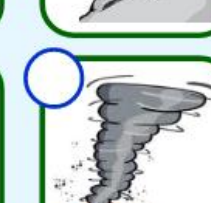
Sudden violent movement of the earth's surface:

\_\_\_\_\_

Continuous dry weather, when there is not enough water for people's needs:

\_\_\_\_\_

- 1 lightning 2 volcanic eruption 3 flood  
4 avalanche 5 hurricane 6 drought  
7 explosion 8 landslide 9 tornado  
10 earthquake 11 forest fire 12 tsunami



## Annex 3

### **If we continue (part 1)**

**READ** - Answer the following questions in your notebook, in English.

1. Write a list of the natural disasters and consequences of global warming.
2. Describe the following picture.



3. According to the document, what will happen if global warming continues?

Tick the right answer

- ☐ floods
 ☐ wildfires
 ☐ species extinction
 ☐ landslides
 ☐ cyclone

### **THINK**

"If ..... will", is used to talk about:

- ☐ a past event  
☐ an hypothetical future

### **WRITE**

1. Match the left with the right column

2. Now, using "if ... will...", write about the possible consequences of global warming. Example:  
"If global warming continue then the ice will melt".

- |                              |   |               |
|------------------------------|---|---------------|
| the ice                      | • | • be flooded  |
| the level of seas and oceans | • | • disappear   |
| towns                        | • | • die         |
| cities                       | • | • melt        |
| sea animals                  | • | • be polluted |
| wild animals                 | • | • rise        |

## Annex 4



### Talking about a poster (an advert, a film poster)





## Annex 5

## How to create a spoof poster

**Design a spoof poster with an environmental message using a digital tool**

- First, match the fictional characters with the natural disasters they could fight against:
 

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>The Yeti •</li> <li>Darth Vader •</li> <li>Kung Fu Panda •</li> <li>Iceman •</li> <li>Robin Hood •</li> <li>Poison Ivy •</li> <li>Aquaman •</li> </ul> | <ul style="list-style-type: none"> <li>• déforestation</li> <li>• pollution</li> <li>• drought</li> <li>• ice melting</li> <li>• endangered species</li> </ul> |
|---|--|



- Have you chosen your fictional character? Now organize your ideas!
 

|                             |  |                            |                      |
|-----------------------------|--|----------------------------|----------------------|
| Name of fictional character | Type of natural disaster / consequence of global warming | Message you want to convey | Catchphrase / slogan |
|-----------------------------|--|----------------------------|----------------------|
- Look up relevant pictures on the Internet to make up your picture stock. You can now start to create your own poster using Adobe Express.

Example of a poster created using Adobe Express:

Catchphrase

Fictional character:  
Green Lantern

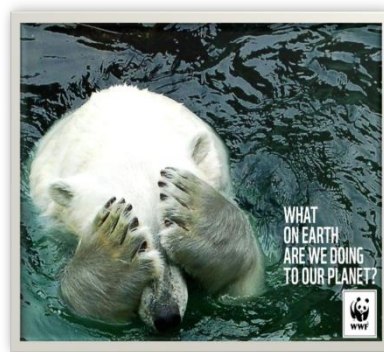
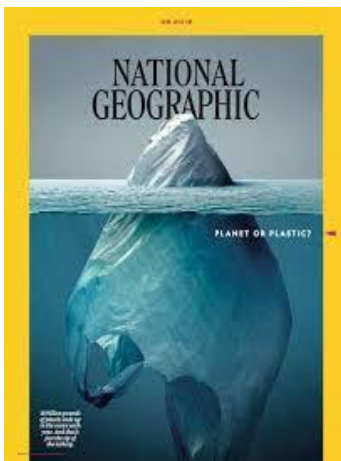
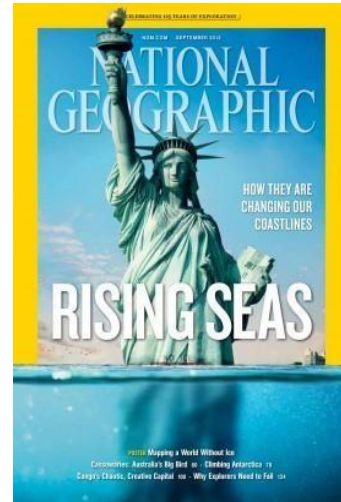
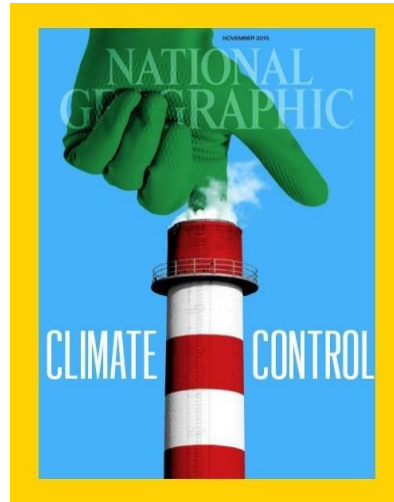
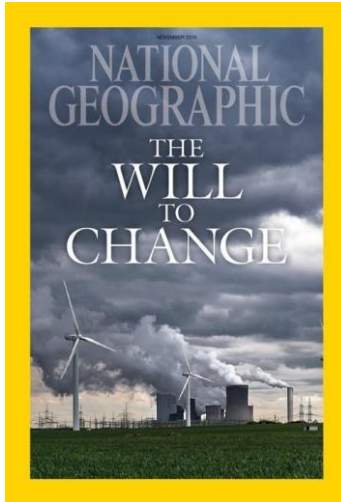
*Images taken from the Internet or from Adobe Express stock*

Natural disaster or consequence of global warming: drought

The message I want to convey



## Annex 6







## Annex 7

