Co-funded by the Erasmus+ Programme of the European Union

STOP CLIMATE CHANGE – TOGETHER EUROPE ACHIEVES MORE

LESSON PLANS

NEXT

Erasmus+ project 2018-2020

2018-1-HR01-KA229- 047516

Stop Climate Change – Together Europe Achieves More

MOBILITY IN GREECE

- ⇒ Climate Change – Natural process or human intervention - Aphrodite Efstratiou and Vaielike Maridaki
- ⇒ Will our Earth survive? - Gordana Maršić
- ⇒ Reuse, Reduce, Recycle - Kelsy Schreurs
- ⇒ How can we stop CO2 emissions?- Giovanna Filomena Palumbo
- ⇒ Climate change and ways to reduce it - Rasa Ručienė
- ⇒ Climate change - how much do we know about it? - Agnieszka Borek

BACK NEXT

MOBILITY IN CROATIA

- ⇒ Climate change and cultural heritage – Christina Bravou
- ⇒ Renewable energy sources – Vlasta Pavlović Elez
- ⇒ Energy(r)evolution – Kelsy Schreurs
- ⇒ Disasters caused by climate change – Giovanna Filomena Palumbo
- ⇒ Climate change threats to animal species and ways to help them – Inga Stankevičienė
- ⇒ Sorting out the rubbish in European countries - Beata Jekiełek

BACK NEXT

MOBILITY IN NETHERLANDS

- ⇒ Weather and Climate: Do you know the difference? – Nektaria Lekka
- ⇒ No more bees – Gordana Maršić
- ⇒ Climate change on your plate! – Simone Jacobs
- ⇒ Lesson plan – Floods – causes, effects and solutions – Giovanna Filomena Palumbo
- ⇒ Measurement of CO2 - Rasa Ručienė
- ⇒ What can I do to reduce my carbon footprint? - Justyna Wrześniowska-Choszcz

BACK NEXT

MOBILITY IN POLAND

- ⇒ Climate change and carbon footprint – Vasiliki Papandreou
- ⇒ Climate Change:The Ice Age in History – Ivana Spajić
- ⇒ It's time to create a sustainable world! – Palmoil – Kelsy Schreurs
- ⇒ Lesson plan – Forests, fires and climate change – Giovanna Filomena Palumbo
- ⇒ How Tsunamis Work – Rasa Ručienė
- ⇒ Trash That We Make Every Day - Kasjana Skulina

MOBILITY IN GREECE
(CHOLARGOS ATHENS)
22/10/2018–26/10/2018

LESSON

Climate Change

Natural process or human intervention

Teachers: Aphrodite Efstratiou (Geography teacher) and Vaielike Maridaki (Ancient and new Greek teacher)

Time: 45min

Level: Intermediate

OBJECTIVES-GOAL

1. Understand the anthropogenic factors that influence climate change
2. Explore the causes of climate change
3. To recognize the dangers of climate change
4. Understand the necessity of using environmentally friendly forms of energy
5. To mobilize their creative thinking, critical ability and imagination

The ultimate **goal** of the lesson is young students with their own actions and practices to help preserve Europe's climatic conditions.

Required materials and equipment: P.C and projector

Student grouping: small groups

Outline:

A) Investigating the problem

B) Suggestions for resolving the problem

Procedure:

Investigating the problem

Initially, reference is made, to the current situation with regard to the average temperature of the planet and emphasis is placed on the need to keep this temperature rise below 2 °C.

With appropriate questions, students are able to relate the rise in temperature to the increase in carbon dioxide concentration and the role of the greenhouse effect.

Then students are looking for human activities that disrupt the concentrations of carbon dioxide in the atmosphere.

As all interventions in the operation of a natural phenomenon have their consequences, so human intervention in the functioning of the greenhouse effect, often has devastating consequences for us.

BACK NEXT

Suggestions for resolving the problem

Students are aware of more environmentally friendly forms of energy, than those offered by fossil fuel combustion.

Students are encouraged to adopt everyday life habits to save energy and reduce carbon dioxide emissions.

WORKSEETS

Finally students control their knowledge with three activities

1) Quiz

2) Crossword

3) Educational game (the energy chain)

Download File Natural process or human intervention

Back to Lessons list

BACK **NEXT**

MOBILITY IN GREECE
(CHOLARGOS ATHENS)
22/10/2018–26/10/2018

LESSON

Will our Earth survive?

Teacher: Gordana Maršić, OŠ Bartola Kašića, Vinkovci, Croatia

Time: 45 minutes

Level: pre-intermediate and above

Age: 13–15

Topic: environmental problems, climate change

Objectives: To develop reading and speaking skills, to discuss environmental issues, to deal with cause/effect relationship, to deal with problems and suggest solutions

Key words: environment, global warming, pollution, greenhouse effect, renewable, non-renewable sources of energy

Activities: reading, speaking, listening, gap filling, writing

Outcomes: Students will be able to understand important causes of environmental problems and some solutions, explain why it is important to keep the environment free of pollution

Materials needed/resources: blackboard, chalk, computer, presentation with photographs of clean and polluted nature, handouts for students, costume for *Mother Earth*

Student grouping: whole class, individual

Literature:

- Rob Nolasco WOW 2, workbook, OUP
- Olinka Breka: Dip in 8, Školska k njiga
- Kristina Čajo Anđel, Ankica Knezović: New buillding bridges 8, Profil
- Internet

Procedure

1 9 minutes

Hello, my name is Gordana. I come from Croatia. I will be your English teacher today. The title of our Erasmus+ project is is „Stop Climate change – Together Europe Achieves More“ so we will try to identify the worst problems of today's world and try to think of the solution.

Global concerns in the 21st century

Choose 3 worst problems the world faces today from the list (or add your own ideas):

- International terrorism
- the refugee crisis
- poverty and famine (hunger, economic situation)
- climate change
- natural disasters
- pollution
- overpopulation (the increasing global population)
- dangerous diseases (infectious diseases, AIDS, ebola, ...)
- wars (armed conflicts)
- crime
- nuclear weapons
- drugs (drug abuse)
- new technology

What did you choose?

1.

2.

3.

There have been many surveys and in all of them environmental problems worried about 50 % of people.

Who or what causes environmental problems?

Listen to Mother Earth carefully and try to write down the problems she will talk about:

Mother Earth (a monologue 3 minutes

(assistant shows photos of clean and polluted nature)

In the beginning, my children loved me. They truly did. They would laugh and play, calling me joyously to join them in their fun; never forgetting me, never forgetting I'm the only one.

We were all so happy, so free.

They asked for only what I could give them when they were young, and I asked for little in return. Perhaps, too little.

Then, as they grew older, they changed. They no longer seemed happy and began searching for more, wanting something else that I couldn't offer them. Nothing was good enough anymore. No longer did they cry out to me as they used to, wanting me to play their simple, gentle games.

It was almost as if I were being ignored.

Did I neglect them? Did I do something to make them turn away?

One dark night, they changed, they left the old ways behind. No more could I hold them and whisper lovingly into their ears. Those days were lost, never to be found again. I became a burden to them. I tried to change, I tried to give them what they wanted, but I guess I didn't understand. They no longer wanted what I had to offer them. They wanted more. So, they came back and took from within me, scarring me deeply, never letting my wounds heal.

But, with youthful blindness, they never saw my pain. They just kept taking and taking. I'm so weak, now...

I have little more to give. But, still they hurt me.

I cry out in great sorrow, but I'm not heard!

I plead with my children... Please, stop all this pain!

Don't you love your mother anymore? Do you want to see her die?

I gave you, my children, a tree, you chopped it down.

I gave you a river, but you polluted it. I gave you the sky, but you blackened it with smoke from your never stopping fires. Will nothing make you love me, again? I have given you the world, but you continue to destroy it.

Have you forgotten your Mother Earth?

<u>What are the worst environmental problems?</u>

– pollution (water is polluted by oil spills, industrial waste)

– deforestation (we cut down forests, they produce oxygen)

– climate change (floods, droughts, storms,...)

– public health issues (diseases)

– global warming (result of human activities, burning of fossil fuels, Global warming leads to melting of polar ice caps, sea level will rise)

– loss of biodiversity (animals and plants die out, we kill them, destroy their natural habitat,...)

– acid rains

– hole in the ozone layer (it protects us from sun's harmful rays)

– overpopulation (shortage of food, water)

– waste disposal (we produce too much waste, we should learn about the 3 Rs: reduce, reuse, recycle, we should separate the rubbish)

– genetic engineering (genetically modified plants)

Can we do anything to make the situation better?

BACK **NEXT**

2 20 minutes

Now, read the text carefully

Will our Earth survive?

Since life first appeared on the Earth four billion years ago, there have been tremendous changes. In the past people used to live in harmony with nature, they were taking from it only what they really needed.

Nowadays we need lots of energy every day. There are millions of factories and cars on our planet. They cause air pollution. Pollution is making temeratures on the Earth higher. We call this „the greenhouse effect“. It is caused by exhaust fumes, mostly carbon dioxide.The temeperature of the Earth has increased and the polar ice caps started melting, which will cause the rise of sea level all over the world. It is all caused by burning fossil fuels. They are non-renewable and we will run out of them some day.

Scientists also connect global warming with the climate change and the growing number of natural disasters.

A rapidly increasing population is one of the causes of social and environmental problems. The population growth brings the problem of consumption. Rich countries produce lots of garbage, pollute the air, water and land. They also cut down forests, which are an important source of oxygen, for farming and housing and thus destroy natural habitats of numerous plant and animal species, which are in danger of becoming extinct.

In some countries people starve and do not have enough clean drinking water.

But luckily, there are renewable sources of energy: biomass, geothermal energy, water, wind, solar energy and technologies are ready to be used. They won't pollute the Earth and will never run out.

Will our Earth survive?

Now, I'll ask you some questions about the text:

How are energy sources divided? *(two groups: renewable and non-renewable*)

Which sources of energy are renewable? (*biomass, geothermal energy, water, wind, solar energy*)

Which sources of energy are non-renewable? (*Fossil fuels – oil, coal, gas,...)*

Is nuclear energy renewable or not? Is it dangerous?

Do we need all animal and plant species or not?

Why are they important?

Can we feed the whole population of the world? (*distribute food evenly,...)*

Which part of the text do you agree with?

Is there anything that you do not agree with?

BACK NEX

MOBILITY IN GREECE
(CHOLARGOS ATHENS)
22/10/2018–26/10/2018

3 9 minutes

We'll do some vocabulary exercises:

Match the words in the two columns:

solar	habitat
global	dioxide
greenhouse	fumes
natural	of energy
carbon	warming
exhaust	effect
fossil	energy
sources	fuels

Replace the definitions in the brackets with the words in the box that have the same meaning:

starvation, devastated, droughts, earthquakes, afford,
diseases, carefree, shortages, famine, increase

1. Every day there are more and more floods, _____ (*long periods of weather without rain*), hurricanes, tornadoes and _____ (*violent shaking of the earth's surface*) because of climate changes in the world.
2. Millions of people die of _____ (*eating almost nothing*) in Africa because of poor weather conditions which cause food and water_____ (*not enough*).
3. New Orleans was particularly _____ (*destroyed*) by hurricane Katrina in 2005.
4. A lot of people in Africa die of _____ (*illnesses*) like AIDS because they can't _____ (*be able to buy or pay for*) expensive drugs.
5. Today it is difficult to feel _____ (*not worrying about anything*) when we travel because of terrorism.
6. _____ (*hunger*) is still a big problem in developing countries and unfortunately, it will _____ (*grow*) in the future.

BACK NEXT

4 4 minutes

Mahatma Gandhi said:

„You must be the change you wish to see in the world".

(it means that you must act if you want to change something and not wait for someone else to do something and save the planet)

Can we do anything to make the situation better?

What can we start doing right now?

Write sentences starting with **I will.....** or **I will not...**

Here are some suggestions (or you can use your own ideas):

leave the tap running while brushing teeth

turn off the light when I leave the room

reuse an old plastic bag

take my bag to the shop

separate the rubbish

throw plastic bottles

walk more

use my bike more often

use biodegradable products

use refillable pens

join an environmental organisation

Thank you for your attention and work. I hope that we will start changing our habits for the better.

Back to Lessons list

BACK **NEXT**

MOBILITY IN GREECE
(CHOLARGOS ATHENS)
22/10/2018–26/10/2018

Lesson

Reuse, Reduce, Recycle

Lesson plan

Theme: Reuse, Reduce, Recycle

lesson taught at 25-10-18 I

lesson taught by Kelsy Schreurs

Starting situation:	Students from ages between 10 and 17 and from 6 different countries will follow the lesson. They should know about the English language but it is not known how well they speak and understand the English language. It is assumed that the students all heard about certain climate issues worldwide and in their own country specific. Students "know" each other for 3 days. Some of them may have never spoken to one another before the lesson.
Goals:	At the end of the lesson: – The students are aware of climate change in the world. – The students are aware of the importance of sorting garbage – The students can properly sort out their own garbage. – The students can work cooperatively with students from different countries which they don't know well/at all – The students know how to reuse different kinds of materials – The students know how to reduce their (material) garbage – The students know how paper, plastic and metal can be recycled Challenges: – Working cooperative with students they don't know (well) – Following a lesson in English – Talking English to one another during the cooperative exercise – Talking English to the teacher when he/she asked something

MOBILITY IN GREECE
(CHOLARGOS ATHENS)
22/10/2018–26/10/2018

Time schedule:	**Teacher:**	**Students:**	**Needed materials:**
Before the start op the lesson	Welcome the students at the door	Enter the classroom and take a seat	
3 ½ min	Introduce theme project by showing video about climate change	Watch video	PowerPoint presentation, beamer, sound boxes
3 min	Ask a few students about what they saw in the video	A few students answer	
4 ½ min	Introduce theme lesson by showing video about plastic garbage	Watch video	PowerPoint presentation, beamer, sound boxes
3 min	Ask a few students about what they saw in the video	A few students answer	
15 min	Hand out worksheets and explain the cooperative exercise *Exercise:* *Make groups of 4. In the worksheet you see 2 typical Dutch recipes. Sort out the garbage obtained cooking those Dutch meals in the right waste bin.* Walking around, ask questions, answer questions, coach	Get a worksheet and listen to the instructions of the cooperative exercise Students make groups of 4 and go to work with the worksheets	Worksheets

MOBILITY IN GREECE
(CHOLARGOS ATHENS)
22/10/2018–26/10/2018

Time schedule:	**Teacher:**	**Students:**	**Needed materials:**
15 min	Teach the students about reduce, reuse, recycle on the basis of the PowerPoint presentation	Listen and ask questions if necessary	PowerPoint presentation, beamer
6 min	Play a kahoot! Quiz about the lesson	Play a kahoot! Quiz about the lesson	PowerPoint presentation, beamer, sound boxes Every student needs a mobile phone or iPad
After the lesson	Thank students for joining the lesson	Leave the classroom	
Total 50 min			

Download File Reuse, Reduce, Recycle

Download File Dutch recipes

Back to Lessons list

BACK

NEXT

MOBILITY IN GREECE
(CHOLARGOS ATHENS)
22/10/2018–26/10/2018

Lesson

How can we stop CO_2 emissions?

Teacher: Giovanna Filomena Palumbo
Time: *45* minutes
Level: A2
Key words: Carbon dioxide; fossil fuels; energies; bio fuel; wind power; hydro electricity
Objectives and goals:

- Knowledge of the effects of CO_2 emissions
- Raise awareness about climate change problems
- Thinking over how we can stop the climate change

Outcomes:

- Each group will write a text (80 words at least), proposing its own solutions related to climate change

Language skills: Listening, Reading, Speaking and Writing
Required materials and equipment : an interactive whiteboard and 16 tablets
Cross curricular element: learn to learn, communicate in English
Student grouping: 4 small groups (4 kids per group)

Outline

1) Introduction 10 minutes
2) Group working 35 minutes

Lead in: After a brief presentation of themselves, teacher will inform students they are going to watch a video about CO_2 emissions.
Warm up: Teacher will raise interest focusing pupils attention on the title of the video, then she will ask them some questions, such as “Have you ever heard of CO_2 emissions?”, “What do you know about them?”.

After a brief discussion, teacher will show the video “How Can We Reduce Carbon Dioxide Emissions?” (4:39 minutes), inviting students to listen to it carefully. Then they will watch the video again.

Working in group, students will write a short text proposing its own solutions related to climate change.

Download File Presentazione_lesson_plan_CO2_emissions

Back to Lessons list

BACK **NEXT**

MOBILITY IN GREECE
(CHOLARGOS ATHENS)
22/10/2018–26/10/2018

LESSON

Climate change and ways to reduce it

Teacher: Rasa Ručienė, Alytaus r. Simno gimnazija, Lithuania
Time: *(45 minutes)*

Level: *Intermediate and above*

Objectives and goals: to raise awareness about climate change problems; to develop critical thinking and solving environmental problems; to develop speaking and listening skills; to introduce language to talk about the environment

Outcomes: students will realise the danger of environmental problems of climate change. They will search for ways to reduce the effect of climate change

Required materials and equipment: P.C. and a projector, sheets of paper, pen, glue sticks, pictures of environmental problems, a presentation about the situation of climate change in Lithuania.

Student grouping: 4 small groups (4–5 students per group)

Literature: 1. www.teachingenglish.org.uk

Outline

1. **Introduction** (8–10 minutes)

1.1. Short presentation of students and the teacher (country, age).

2.2. Teacher will ask some questions about the project (What is the title of the project? Why it is very important in nowadays? What can we do all together to reduce the effect of climate change?)

2. **Procedure** (35 minutes)

Identifying environmental problems

2.1. The puzzle of environmental problems.

Each student takes a piece of cut pictures of environmental problems (draught, flood, tsunami, ice melting etc.) Then they find the students who have the other pieces of the same pictures and make small groups.

2.2. Students working in small groups stick pieces and make pictures. Students identify the environmental problem and present it to other groups. The say if this environmental problem actual in their country and what extreme weather patterns do they face in their countries.

2.3. A presentation of climate change in Lithuania. A teacher comments the slides of temperature changes, extreme weather patterns: draughts, sudden rains.

Ways to reduce the effect of climate change

2.4. Students discuss in groups and share their ideas about the best ways to reduce climate change. Students write them on small sheets of paper, present them and stick on the common poster.

2.5. The quiz "How green are you?"

Before starting the quiz, the teacher makes sure students understand the use of the word "green" in its environmentally friendly sense.

Students get a copy of the quiz on worksheet A. Students go through the questions in groups. The teacher encourages discussion as they go through it and helps with vocabulary. At the end, the asks the class how many points they got and to what extent they consider themselves to be "green" or environmentally aware.

Worksheet A – How green are you? (www.teachingenglish.org.uk)

Do the following quiz to find out how "green" you are. Check the answers with your teacher afterwards. One point for every correct answer.

1) You are busy in your house tidying up going from room to room spending 5 to 10 minutes in each. Which is the best way to save energy?

a) Switch the lights on and off every time you move from room to room

b) Keep the lights on as you move about the house

2) You are hungry and want to bake a potato. Which method is 'greener'?

a) Put it in an electric oven for an hour

b) Quickly zap it in the microwave

3) You are thirsty so you go to a café to buy a drink. What do you choose?

a) A bottle of mineral water

b) A cup of coffee in a polystyrene cup

4) You need a new shirt / blouse and there are two that you like in the shop. You look at the label and see that one is made of 100% pure natural cotton and the other is 50% polyester. You want to be as environmentally friendly as you can. Which one do you choose?

a) The 100% cotton shirt

b) The 50% polyester shirt

5) Do you leave the tap on when you brush your teeth?

a) Yes

b) No

6) As well as putting their health and the health of those around them in danger, smokers also put the environment in danger.

a) True

b) False

7) Which is the 'greenest' way to wash your clothes?

a) Machine wash in cold water

b) Hand wash in hot water

8) Which form of transport is better for the environment?

a) Driving by car

b) Flying by plane

9) When you go to the supermarket how do you take your shopping home?

a) In plastic carrier bags from the supermarket

b) In your own bag or basket

10) If you have the choice, how do you prefer to buy a cold drink in a café?

a) In a can

b) In a glass bottle

BACK NEXT

Results of the right answers:

1–3 You have a lot of changes to make if you want to be greener.

4–7 Not bad! You know about how you can helpthe planet. You are quite green.

7–10 Well done! You have a very green head on your shoulders!

Answers and extra information:

1) a) is the greener option. Just having the lights off for 3 seconds saves the energy it takes to switch them on again.

2) b) a microwave consumes a third of the energy of an electric oven.

3) b) depending on where you are, most bottled mineral water has to be transported a long way to reach the consumer. All transportation emits CO2. Polystyrene no longer contains CFCs that damaged the ozone layer.

4) b) Intensively grown cotton is one of the world's most polluting crops. It needs lots of chemicals to grow and maybe even 10 pesticide treatments every season. It also needs large amounts of water.

5) If you leave the tap on when you brush your teeth you waste between 25 and 45 litres of water every time, enough for a 100 litre bath every other day.

6) a) Tobacco needs really rich soil for it to grow and developing countries often replace food crops with tobacco crops as it is more profitable. Most tobacco is dried by burning wood. Every 300 cigarettes use the equivalent of one tree to cure them.

7) a) When washing clothes it's the heating of the water that uses up most of the energy. It is best to wash in cool or cold water and always fill up the machine.

8) a) Although cars are massive polluters. planes give out 0.5 kilograms of CO_2 for every 1.6kilometres. To give an idea, the CO_2 omitted on one trip from the UK to India would take 2 trees 99 years to absorb! Extra quote for students to discuss, "One person flying in an airplane for one hour is responsible for the same greenhouse gas emissions as a typical Bangladeshi in a whole year", – Beatrice Schell, European federation for Transport and Environment, November 2001.9) b) It is much better not to take plastic carrier bags the supermarket. If you do use them, try to re-use them.

10) b) It is more likely that glass bottles are returned and re-used by the manufacturers. If they are recycled, glass uses less energy than metal.

Back to Lessons list

BACK NEXT

MOBILITY IN GREECE
(CHOLARGOS ATHENS)
22/10/2018–26/10/2018

Lesson

Climate change – how much do we know about it?

Lesson for Erasmus +project	Date: 23.10.2018 Time: 45 minutes	Teacher: Agnieszka Borek (Gdynia, Poland)
Level: pre-intermediate		
Student grouping: whole class, small groups **Subject: Climate change – how much do we know about it?**		
Objecives and goals The students will be able to: - explain what and how climate change is caused by - explain terms connected with environmental - identify human-caused species loss as one of the major current threats to biodiversity - work together in pairs -improve communicative skills **Skills:** Students will develop skills in the following areas: - make use of their knowledge to do a test in kahoot application - language terms: *climate change, greenhouse effect, global warming, ozone hole, acid rain, de-forestation, air pollution, destruction, urban sprawl, animal extinction, eco-aware, eco-fashion, eco-friendly, fossil fuels, natural resources.* **Objective for student** I am going to know why and how the climate is changing. **Required materials and aquipment:** screen, overhead projector, presentation in Power Point programme – lecture, on-line test in kahoot application. **Cross curricular element:** Biology, geography and english.		
Key question *What is the knowledge about the climate change for?*		

BACK **NEXT**

MOBILITY IN GREECE
(CHOLARGOS ATHENS)
22/10/2018–26/10/2018

OUTLINE

Teacher	**Student**	**FORMA /ŚRODKI DYDAK.**
INTRODUCTION 1) Greetings 2) Objectives and key question	Students undestand the objectives of the lesson	*5 min.* special cube (blue)
MAIN ACTIVITY: 1) lecture about climate change 2) explaination of rules of kahoot platform 3) an on-line test in kahoot application 4) receiving information about test results	Students listen to the lecture. Students work in teams of 3–4	*35 min.* power point presentation www.kahoot.it. feedback for students
SUMMARY: 1) return to key question „*What is the knowledge about the climete change for?"* 2) sentences to complete: *a) In the lesson I've learnt ……...* *b) I have liked ……...* 3) thanks for the lesson	Students answer the questions. Students finish the sentences.	*5 min.* special cube (red)
EVALUATION: 1) small sheet of paper with feedback	Students write down their opinion.	

Back to Lessons list

BACK NEXT

MOBILITY IN CROATIA
(OSNOVNA ŠKOLA BARTOLA KAŠIĆA)
17/03/2019–23/03/2019

LESSON

CLIMATE CHANGE AND CULTURAL HERITAGE

Teacher: Christina Bravou, 1st Gymnasium of Cholargos, Greece
Time: 45 minutes
Level: intermediate
Age: 13–15
Topic: environmental problems, climate change, civilization, cultural heritage
Objectives: to obtain knowledge about effects of climate change, to develop speaking and listening skills, to discuss environmental issues, to deal with cause/effect relationship, to suggest solutions
Key words: environment, cultural heritage, ……..
Activities: reading, speaking, listening, gap filling, writing
Outcomes: Students will be able to understand serious impacts of climate change and understand why it is important to keep the environment free of pollution

Procedure

I. I introduce myself to the students and inform them about the object of the lesson.

II. I give out paper sheets with the following questions to them:

1.Write down three of the most serious effects due to climate change.
2.Do you know how climate change damage our cultural heritage?
3.Which places do you think are more vulnerable to the effects of weather conditions?

(5 minutes)

III. Firstly, I ask them to answer the 1st question and tell what they answer. Then, I show them a presentation about the most serious impacts of climate change such as:

- heating and storms,
- flooding,
- fires,
- droughts,
- decrease of rural production,
- rise of sea level,
- damages on human health,
- immigration

(10 minutes)

I. Then I ask them to answer the 2nd and 3rd questions.
II. I go on with the power point presentation showing about regions and places suffer more from global warming, rise of the sea level etc. I show them historical cities in Italy, Greece, Croatia which are in danger because of the climate change.

(20 minutes)

Finally, I give them some exercises to do:

Fill in the brackets with the correct word:

health, floods, rural production, level of the sea, droughts, cultural landmarks, shortages, famine, Mediterranean area.

1. Every day there are more and more, ……., and ……. because of climate changes in the world.

2. Millions of people die of …….in Africa, because of poor weather conditions which cause food and water …….

3. One third of the historical sites in danger are located in ……

4. Climate change is also threatening ……. across the globe.

5. Extreme weather conditions are very bad to our ……, because they lead to increase of existing diseases.

6. Climate change influence the ……, as many kinds of products will be in luck.

7. Ice is melting, so the ……. Is being higher and higher.

(10 minutes)

Thank you for your attention and work!

Author: Christina Bravou

Download File Lesson_in_english_vinkovci_2019

Back to Lessons list

BACK NEXT

MOBILITY IN CROATIA
(OSNOVNA ŠKOLA BARTOLA KAŠIĆA)
17/03/2019–23/03/2019

LESSON

RENEWABLE ENERGY SOURCES

Teacher Vlasta Pavlović Elez

Time 45 minutes

Level: intermediate

Objectives and goals:

- warn about climate change
- encourage environment protection
- raising awareness about sustainable development through learning about the use of renewable energy sources

Outcomes: Students will recognize the importance of environment protection and conscientious energy use, differentiate between renewable and unrenewable energy sources, think of advice for environment

Languge skills: revision and use of familiar words, learning new words

Required materials and equipment: computer, projector, worksheets, power point presentation

Cross curricular element: biology, citizenship, English

Student grouping: small groups (15–20 students)

Outline

1) Introduction 8 min

Activities for students: students watch a film.

Youtube: ***Our Future*** (narrated by Morgan Freeman)

https://www.youtube.com/watch?v=8YQIaOldDU8

Each student gets a worksheet (Task 1) with expressions and sentences. Students recognize and underline the ones mentioned in the documentary ***Our Future*** and are connected with climate changes.

Activities for students: individual work – recognizing words, expressions and sentences used in the documentary and taking notes.

BACK **NEXT**

2) Main part: 30 min

Through power point presentation students get familiar with the term energy, what are renewable (sun, wind...) and unrenewable energy sources.

Activities for students: Students follow the presentation, connect and conclude. Students are divided in 4 groups of four to five students.

Task 2: Renewable energy sources – group work, write advantages and disadvantages of the given renewable energy form.

1st group: Energy of the sun
2nd group: Energy of the water
3rd group: Energy of the wind
4th group: Energy of the biomass

Activities for students: students think about, connect, take notes, present

3) Final part: 7 min

Students will check their knowledge through green questions in web 2.0 tool. Evaluation of the lesson.

Activities for students: Students revise about renewable energy sources. Students evaluate the lesson.

Extra-time activity: Sheet with a maze, students try and find the right way to a healthy and green environment. Students write advice on environment protection. Pieces od advice are put on the pinboard.

Download File

Back to Lessons list

BACK NEXT

MOBILITY IN CROATIA
(OSNOVNA ŠKOLA BARTOLA KAŠIĆA)
17/03/2019–23/03/2019

Task1

DAY FIRST	ONE DAY
FROM THE BREEZE…	FROM THE OAK…
IT WILL SPLIT US.	IT WILL CONNECT US ALL.
WON´T SCAR THE LAND OR POISON THE SEAS.	
SEA LEVEL RISING.	SEA LEVEL FALLING.
ALL 7.3. BILLION OF US.	ALL OF 5 BILLION OF US.
IT´S NOT A BIG CRISES.	WE HAVE NEVER FACED A CRISES THIS BIG.
WE CAN'T WAIT UNTIL TOMORROW.	WE CAN WAIT A FEW MORE YEARS.
THIS IS OUR ONLY HOME!	IT´S NOT OUR ONLY HOME

Task 2

1st group:

Energy of the sun

Write advantages and disadvantages of renewable energy sources.

2nd group:

Energy of the water

Write advantages and disadvantages of renewable energy sources.

3rd group:

Energy of the wind

Write advantages and disadvantages of renewable energy sources.

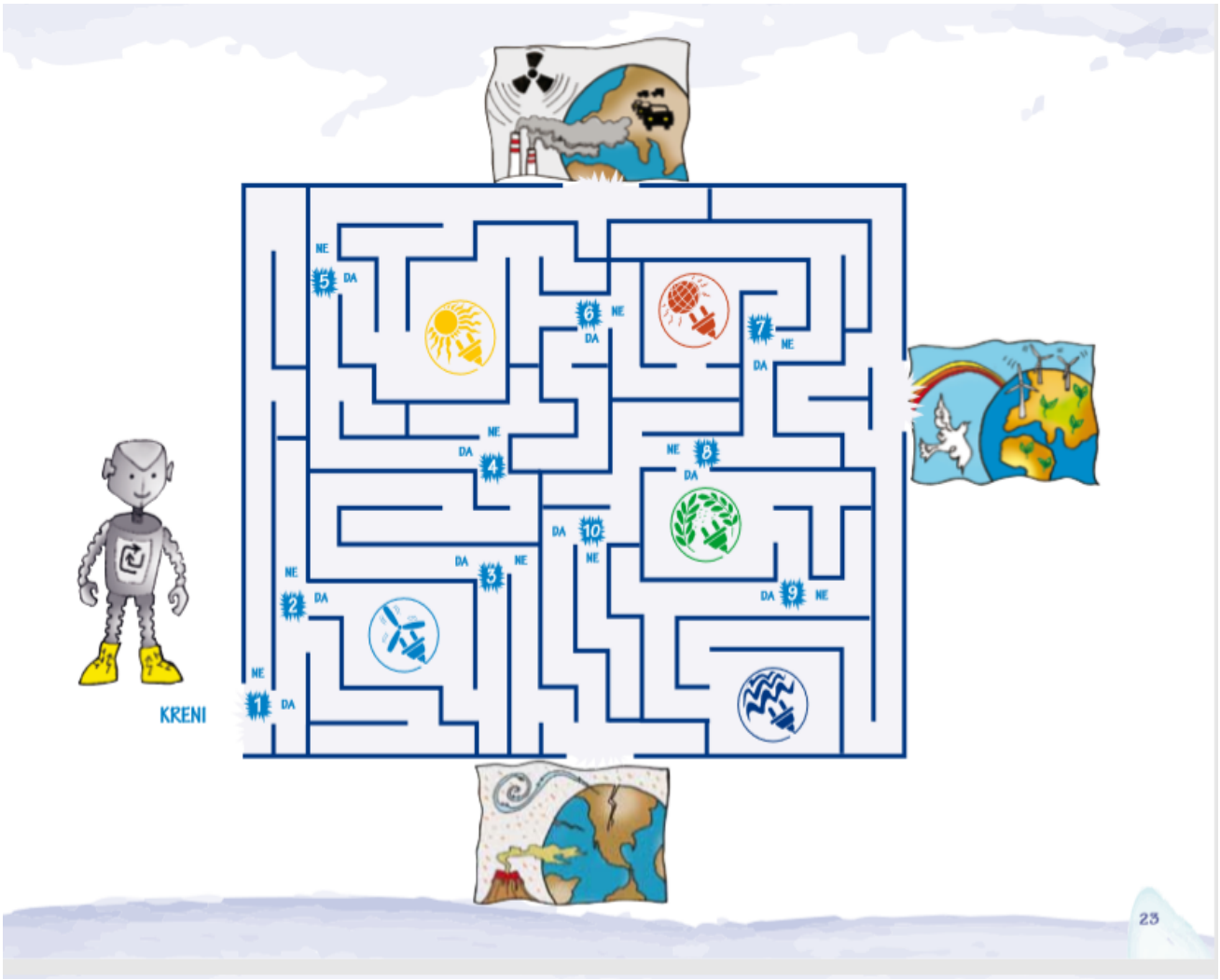
4th group:

Energy of the biomass

Write advantages and disadvantages of renewable energy sources.

BACK NEXT

Extra-time activity



Web 2.0 Tool Kubbu:

http://www.kubbu.com/student/?i=1&a=109228_renewable_energy_source

Izvor:

Društvo za oblikovanje održivog razvoja. 2010. Zagreb

https://www.carnet.hr/upload/javniweb/images/static3/92076/File/slikovnica.pdf

Download File Erasmus_renewable_energy_sources

Back to Lessons list

BACK **NEXT**

MOBILITY IN CROATIA
(OSNOVNA ŠKOLA BARTOLA KAŠIĆA)
17/03/2019–23/03/2019

LESSON

ENERGY (R)EVOLUTION

lesson taught at 18-03-19
lesson taught by Kelsy Schreurs

Starting situation:	Students from ages between 10 and 15 and from 6 different countries will follow the lesson. They should know about the English language but it is not known how well they speak and understand the English language. It is assumed that the students all heard about certain climate issues worldwide and in their own country specific. Students “know” each other for 3 days. Some of them may have never spoken to one another before the lesson.
Goals:	At the end of the lesson: – The students are aware of climate change in the world. – The students are aware of the importance of decreasing the CO_2 emission. – The students know a few ways to reduce the CO_2 emission by themselves. – The students know which parties are involved in the whole climate change problem. – The students are aware that the actions one party takes can have severe consequences for the other parties. – The students can work cooperatively with students from different countries which they don’t know well/at all Challenges: – Working cooperative with students they don’t know (well) – Following a lesson in English – Talking English to one another during the cooperative exercise – Talking English to the teacher when he/she asks something

BACK NEXT

MOBILITY IN CROATIA
(OSNOVNA ŠKOLA BARTOLA KAŠIĆA)
17/03/2019–23/03/2019

Time schedule:	**Teacher:**	**Students:**	**Needed materials:**
Before the start of the lesson	Welcome the students at the door	Enter the classroom and take a seat	
5 min	Explaining the game and handing out the worksheets. Starting with worksheet 1 (goal of each team). During the game every round a part of worksheet 2 will be handed out. *Game:* *Divide the students in 4 groups (government, energy company, environmental organisation, family). Each party has his own goal to reach (worksheet 1). There are 3 rounds in which each party has to choose what is the best option for them keeping in mind their goal (worksheet 2).* *After each round the teacher keeps up the CO_2 scores and the money.* *Story to tell:* *The climate conference has just finished. It was decided that CO_2 emissions have to be reduced by 25 units in 15 years. The present emissions are 100 units. Target resulting from the climate conference is 75 units.* Draw the CO_2 meter on the board.	Listen and make 4 teams	Worksheets 1 and 2

BACK NEXT

MOBILITY IN CROATIA
(OSNOVNA ŠKOLA BARTOLA KAŠIĆA)
17/03/2019–23/03/2019

Time schedule:	**Teacher:**	**Students:**	**Needed materials:**
30 min	Accompany the game. Keep up the scores of each team (money). Keep up the CO_2 meter.	Playing the simulation game in groups “energy (r)evolution”, discuss, weigh up pros and cons (CO_2 emission/ reduction and money saved/spend)	Worksheets 1 and 2 Board
1 min	Determine the winning group		
5 min	Explain the exercise of work-sheet 3, hand out worksheet 3 (worksheet 3 contains ques-tions about the game played)	Answer the questions on worksheet 3 in groups, discuss	Worksheet 3
9 min	Discuss the answers of the groups (worksheet 3).	Discuss, listen and an-swer questions	
After the lesson	Thank students for joining the lesson	Leave the classroom	
Total 50 min			

Download Files Worksheet_1_lesson_energy_r_evolution
Worksheet_2_lesson_energy_r_evolution
Worksheet_3_lesson_energy_r_evolution

Back to Lessons list

BACK **NEXT**

MOBILITY IN CROATIA
(OSNOVNA ŠKOLA BARTOLA KAŠIĆA)
17/03/2019–23/03/2019

LESSON

DISASTERS CAUSED BY CLIMATE CHANGE

Teacher: Giovanna Filomena Palumbo
Time: *45 minutes*
Level: A2/B1
Key words: Flood, Drought, Fire, High winds, Storm, Extreme weather, Pollution, Greenhouse effect, Heat, Fossil fuels, Smog

Objectives and goals:

- Knowledge of causes and effects of the extreme weather
- Promote discussion and reflection about changing climate risks

Outcomes:

- Students will realise the danger of environmental problems caused by climate change

Language skills: Listening, Reading, Speaking, gap filling and Writing
Required materials and equipment: a PC and a projector, photocopies, pens
Student grouping: small groups (4 students per group)
Literature:

- Internet
- www.teachingenglish.org.uk

Outline

Introduction (8–10 minutes)

1. A short presentation of students and the teacher (name, country, age)

2. Teacher will inform students they will see a file with some pictures about environmental disasters occurred in Italy last year.

Disasters caused by climate change in Italy

FLOOD

DROUGHT

FIRE

BACK NEXT

HIGH WINDS, DOLOMITES NOVEMBER 2018

STORM IN LIGURIA

3. Teacher will ask some questions about climate change:

- What are the causes of climate change?
- What are the impact of climate change?
- What can we do about it?

After a brief discussion, teacher will inform students that they will watch the video “Causes and Effects of Climate Change“ (National Geographic – 3.05 minutes) twice.

https://www.youtube.com/watch?v=G4H1N_yXBiA

BACK NEXT

Procedure (35 minutes)

Working in group, students will do exercises about climate change, taken from British Council – TeachingEnglish/Lesson plans – Climate change worksheets 93k.pdf
(www.teachingenglish.org.uk)

Worksheet A – Climate change – the evidence
Worksheet B – How green are you?
Worksheet C – Recycling Race
Worksheet D – Global warming message board
Worksheet E – Climate change – Discussion Statements

Back to Lessons list

BACK NEXT

LESSON

CLIMATE CHANGE THREATS TO ANIMAL SPECIES AND WAYS TO HELP THEM

Teacher: Inga Stankevičienė, Alytaus r. Simno gimnazija, Lithuania

Time: *(45 minutes)*

Level: *Intermediate and above*

Objectives and goals:

- explain how climate change threats animal species
- explain ways we can help to save animals from extinction
- discuss about the consequences of climate change
- work together in groups

Activities: reading, speaking, listening, writing

Outcomes:

students will find out why climate change threats some animal species and what effect is seen nowadays. They will search for ways how to stop climate change and help the environment.

Required materials and equipment:

P.C. and a projector, sheets of paper, pens, pictures of endangered animals, handouts for students, 1–5 number cards.

Student grouping: 4 small groups (3–4 students per group)

Literature:

1. www.youtube.com/watch?v=9h7P8gWpolQ
2. https://littleclimate.com/climate-change-quiz/

MOBILITY IN CROATIA
(OSNOVNA ŠKOLA BARTOLA KAŠIĆA)
17/03/2019–23/03/2019

Outline

1. **Introduction** (5 minutes)

1. 1. Short presentation of students and the teacher (country, age).

1. 2. Teacher will ask some questions about endangered animals. Pupils name at least 4 animals that are in danger of extinction due to climate change. According to the animals they mention they form different groups (e.g. pandas, koalas, white bears, giraffes).

2. Discussion in groups (10 min.) (www.youtube.com/watch?v=9h7P8gWpolQ) Students will watch a short video and in groups will discuss answers to the given questions (handouts for students).

1. Which animals are in danger of extinction due to climate change?
2. What effect does climate change have on animals?
3. What do scientists say about some species in future?
4. What do numbers 17 and 11 mean?
5. What can you advice how to help animals that are in danger of extinction.

2. 1. All groups check the answers and say their insights and ideas how to help animals.

3. A quiz on climate change (22 min.) (https://littleclimate.com/climate-change-quiz/) Each group gets number cards (1–5). They watch slides and after discussing in a group they show which answer (1, 2, 3, 4 or 5) is correct.

3. 1. Each team counts the points for their correct answers and reads evaluations.

4. A memory game (5 min.) Each group gets cards with animals. All cards are upside down. (Only word cards may be upside down if it is too difficult to remember). They have to find the picture which suits the correct word. A student who finds the most pictures and words wins the game.

5. Reflection (3 min.) The teacher thanks for students work and gives sweets for their efforts in the lesson.

Download File Cards_of_the_memory_game

Back to Lessons list

BACK **NEXT**

MOBILITY IN CROATIA
(OSNOVNA ŠKOLA BARTOLA KAŠIĆA)
17/03/2019–23/03/2019

LESSON

SORTING OUT THE RUBBISH IN EUROPEAN COUNTRIES. PROGRAMMING IN SCRATCH

Teacher: Beata Jekiełek, Gdynia, Polska

Time: 45 minutes

Level: pre-intermediate and above

Topic: environmental problems, climate change

Objectives:

- to discuss environmental issues,
- to deal with problems and suggest solutions
- to code the game in Scratch

Key words: environment, global warming, pollution, plastic, glass, paper

Activities: speaking, listening, coding

Outcomes:

Students will be able:

- to understand important causes of environmental problems and some solutions,
- to understand how important it is to sort garbage out
- to program the game about sorting rubbish in their country

Materials needed/resources: projector and 16 tablets/computers

Student grouping: whole class, individual

Literature: Internet

1. **Introduction, 8 minutes**

Hello, My name is Beata. I come from Poland. Welcome to my ICT lesson

Today we are going to code in Scratch. All our guests – teachers and students are welcomed to program. The title of our Erasmus+ project is „Stop Climate Change – Together Europe Achieves More“ so we will talk about enviromental problems and some solutions and finally we will try to code in Scratch a game about sorting out the rubbish

What can we do to stop Climate Change (own ideas):

example:

sort out the rubbish

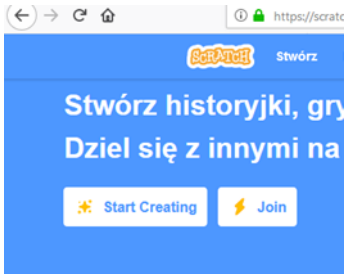
drive electricity cars

burn trash

Let's watch a game which we are going to make today.

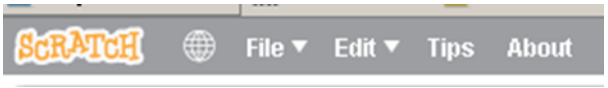
2. Start to code, 2 minutes

Enter the website www.scratch.mit.edu



click start creating

choose english/click the earth icon



Close the tutorials

3. overview of the program window 2 minutes

On the right hand side of the screen there is a stage with our character – the cat. (In Scratch all the characters are called sprites.)

The sprites will response to our commands.

On the left hand side of the screen there are blocks. We can use them to build a program, in other words – to navigate our sprite.

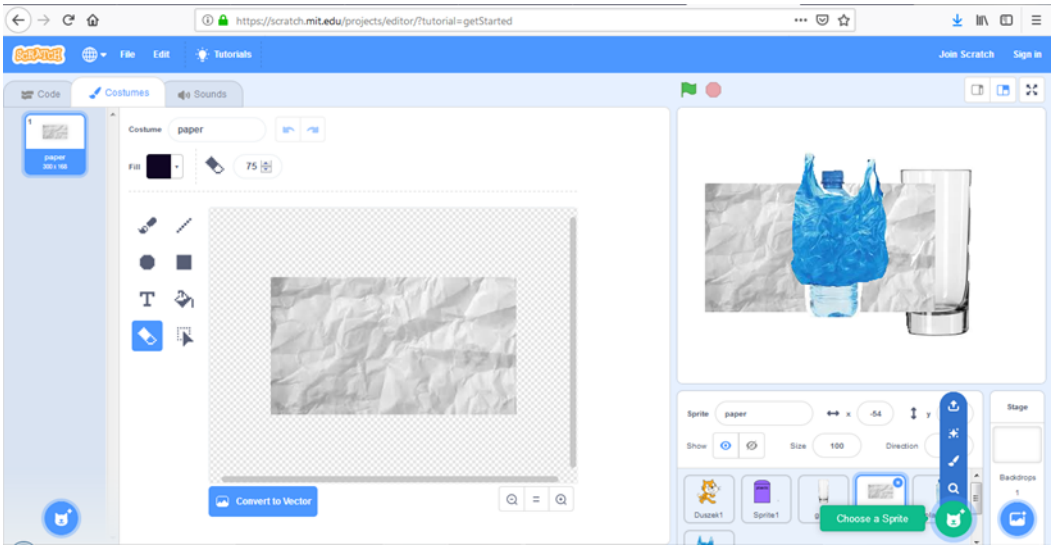
At the top we can choose different kinds of blocks.

In the middle of the screen there is an area of scripts. You can build all commands there.

4. Characters - sprites 12 minutes

In the bottom right corner of the window

choose a sprite/create



We create/draw containers and we upload the sprites – rubbish.

We have to change the size of rubbish
plastic1, plastic2 – 50
paper – 25
glass – 30

5. Making the Game – 20 minutes

Now we can change the background (called backdrop in Scratch)

First, we have to choose the background of the scenes on the right of the screen. Then we can change backgrounds by choosing a colour and pouring a bucket of paint.

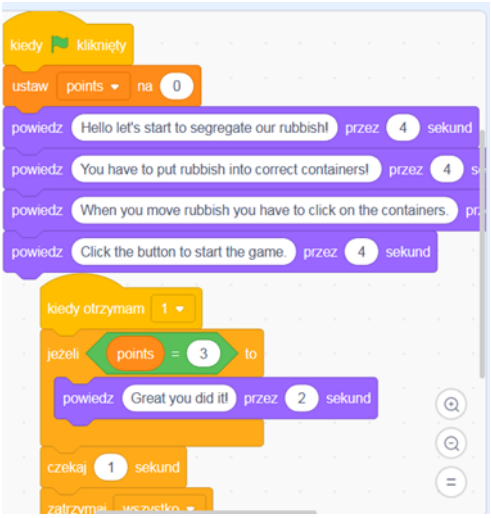
Let's choose a backdrop from the library. **TREE**.

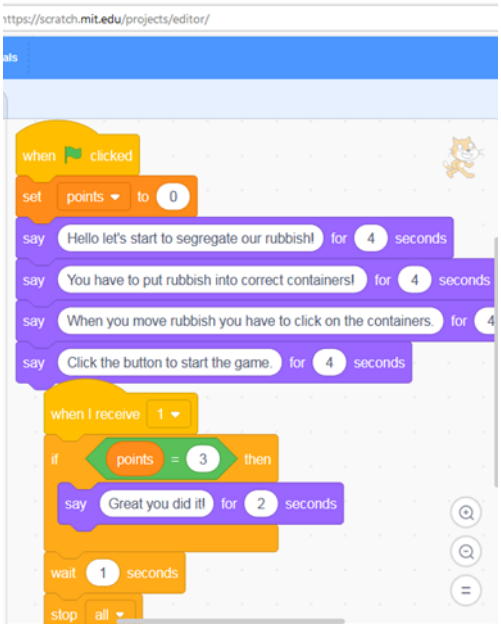
Next, we want to put good blocks into sprites in a correct order.

Now we want our sprite to say something. It's going to look a bit different now, because, in fact, we are not going to use sounds, even though there is such a possibility.

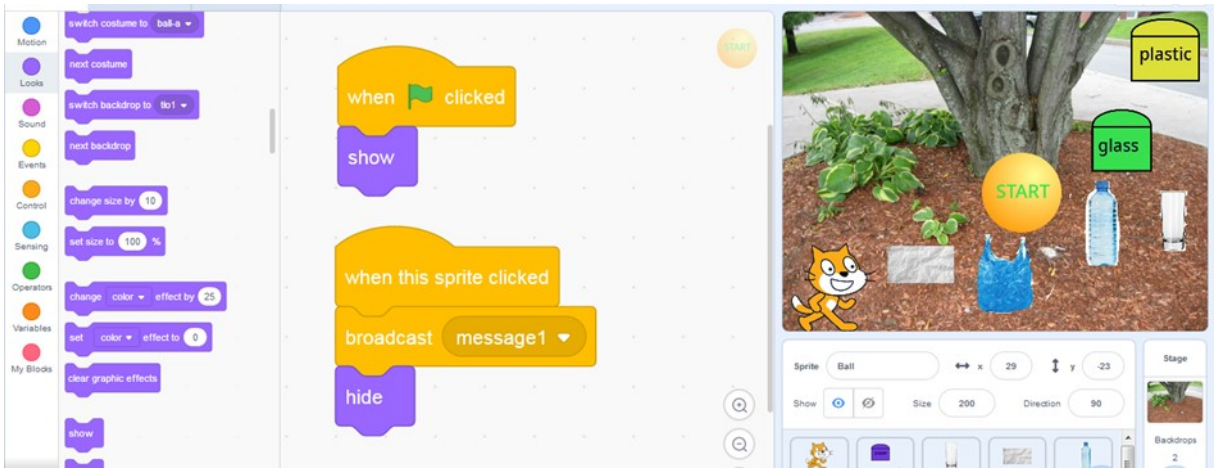
MOBILITY IN CROATIA
(OSNOVNA ŠKOLA BARTOLA KAŠIĆA)
17/03/2019–23/03/2019

Sprite – cat

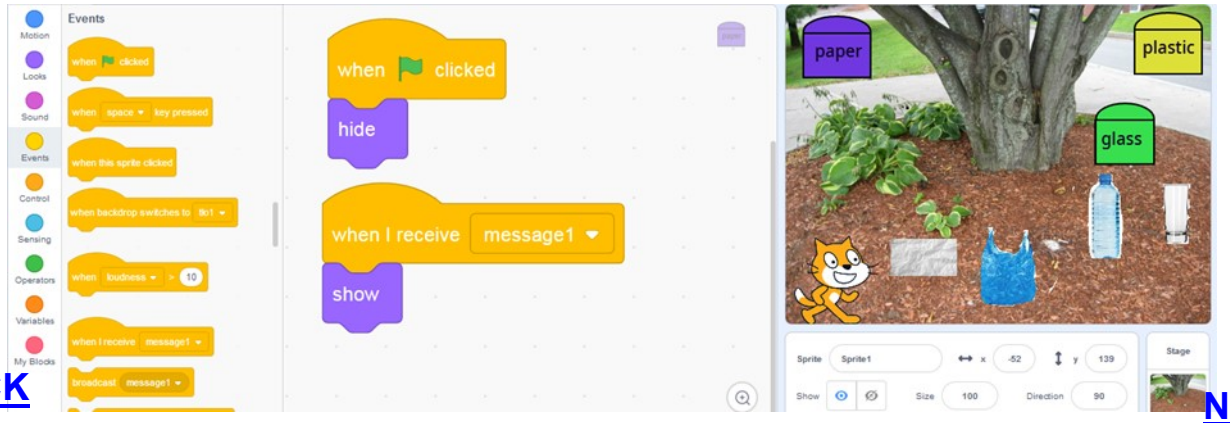




Sprite – Start

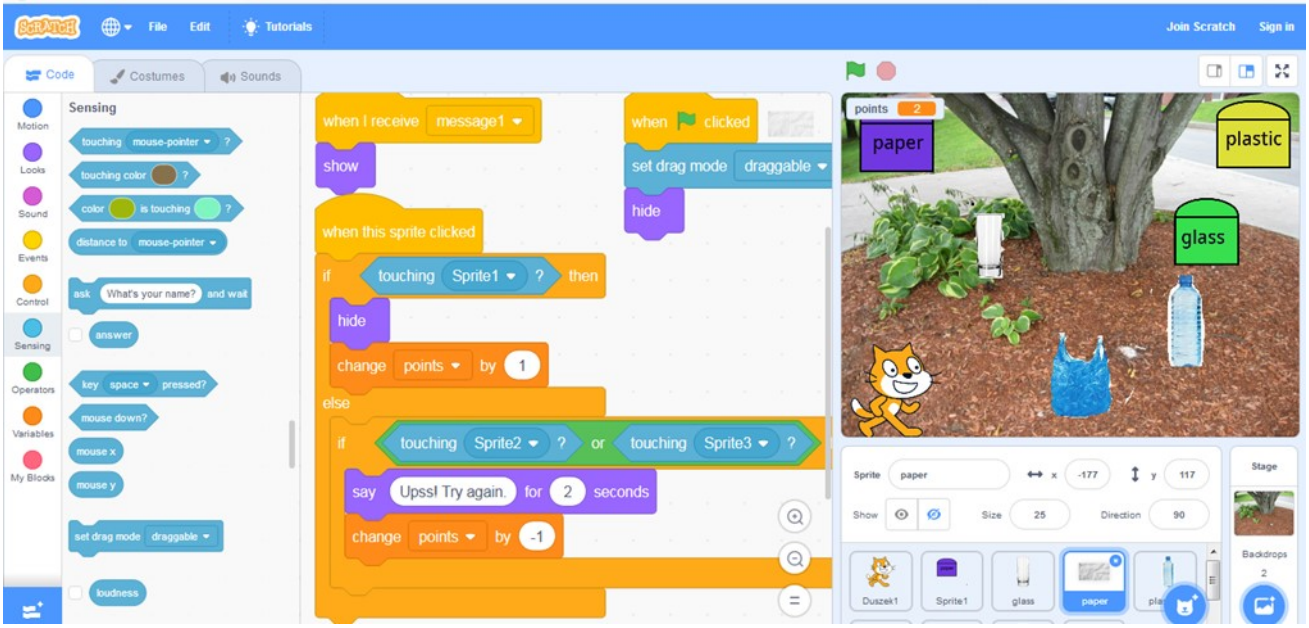


Sprite – containers



BACK NEXT

Sprite – rubbish



Messages – not each sprite moves at the same time, so to inform another sprite about his move, we can use message broadcasting.

Variable – we wanted it to be a game so we have to give points for good moves or take away points for bad moves.

Now copy our scripts for other containers and rubbish.

Click the right button of the mouse on the script, choose DUPLICATE, and move the copied script to the second sprite.

At the and we save our project:

- choose file and save to your computer
- If you have your own account and log in you can save it there
- You can also join Scratch to save all your work on your account.

6. Summing up, 1 minute

Thank you for your attention and work.

I hope that it was fun for you, and I also hope that we will start changing our habits for a better future of our planet.

Back to Lessons list

BACK NEXT

MOBILITY IN NETHERLANDS
(BC BROEKHIN ROERMOND)
12/05/2019–18/05/2019

LESSON

WEATHER AND CLIMATE: DO YOU KNOW THE DIFFERENCE?

Teacher: Nektaria Lekka, teacher of Physics at 1st Higher Secondary School (1st Gymnasium of Cholargos).

Time: 45 minutes

Level: pre-intermediate and above

Age: 11–15

Topic: In this activity, we look at what we call "weather" and "climate" and we learn to discern differences between them.

Objectives: To see the differences between the climate and the weather of a region.

Keywords: climate, weather, Mediterranean, ocean, continental, desert climate, transition climate, temperate climate, mountain climate, polar climate, microclimate, rainy weather, cloudy, hail, snow, wind, sunny day.

Activities: reading, speaking, listening, gap filling, writing, discussing.

Outcomes: Students will be able to understand the differences that exist between the climate and the weather of a region.

Materials needed/resources: Notebook, pencil, blackboard, chalk, computer, presentation with photographs.

Student grouping: whole class, individual

Literature:

- Geology-Geography A, B Junior Higher School
- internet

Procedure

1. 15 minutes

Hello, my name is Nektaria. I come from Greece. I will be your teacher today.
The title of our Erasmus+ project is “Stop Climate change – Together Europe Achieves More", so we will learn to recognize the climate of a place and describe the weather of a day or a limited time period.

BACK NEXT

What does the weather effect?

Let's start our lesson with an Aesop's fairytale.

The north wind and the sun disagreed about who is the strongest.

– I am the strongest, the north wind said.

– No, I'm the strongest one, the sun replied.

– We will make a bet, said the North Wind.

Whoever manages to remove the coat and the hat from this man, will be the strongest.

– Okay, said the north wind and began to blow with power.

The man held his hat with his hand and held the coat firmly against his body.

The northern wind blew and blew again, but he could not pull off his hat and coat.

– Now is my turn, told the sun.

The sun spreads its rays over the man and begins to heat up. Now the man removes the hat first, to cool down.

Then, the sun sends a wave of heat, and the man takes off his coat too.

The sun smiled and said, ***"Now you know who is the most powerful."***

The weather affects all our habits, our dressing, and our travels, even how we feel.

Correspond the feelings written below to the following weather conditions:

(anxiety, restraint, joy, depress, discomfort)

a) It has a lot of heat .....

b) A strong storm breaks out .....

c) Cloudy .....

d) Snowing .....

e) Sunny day .....

Several occupations are influenced by the weather.

Imagine, for example, how the following occupations are affected and write in the empty line the appropriate sentence from the list below:

(a) Fishermen, where strong winds prevail in their area.

……

(b) Farmers, when heavy snowfall catches their animals on the slopes.

……..

(c) Farmers, when hail falls in their crops.

……..…

Complete the voids above with the appropriate proposal:

1. He has lost income because the crops are destroyed.
2. The animals cannot graze and have to be fed on ready food.
3. He is losing income because he cannot fish.

Plants and animals are also affected by the weather.

Imagine, for example, what is happening:

(d) to a wildflower lying on a slope when it has not rained for weeks

……

(e) to a bunch of grapes when it falls a lot of rain a few weeks before the full maturity in August

……

(f) to a bear when there is prolonged heat during the winter.

……

Complete the voids above with the appropriate proposal:

4. The bear will not fall into hibernation and there will be a risk of hunger.
5. The grape of bunch will be destroyed by the rain.
6. The wildflower will wither and dry.

BACK NEXT

2. 15 minutes

Question

What is the weather?

When we talk about the weather we mean the temperature, the wind, the rain, the atmospheric pressure and the humidity that prevails in a place for a short time, for two or three days. The weather is changing from day to day and can be changed several times even on the same day.

What is climate?

The climate is the weather conditions (temperature, wind, rain and humidity) that are repeated in a certain region almost in the same way, every season, for many years (about 30 years).

Climate influences a lot the life on the planet Earth. Climate regulates the kind of animals and plants living in one place, guides farmers to choose what seeds to be sown, arranges what kind of houses we will make, what kind of food we eat, what clothes we wear in each region.

There are several kinds of climates on Earth.

Some of the climate types are: the Mediterranean, Ocean, Continental, Desert, Transitional, Temperate, Mountain and Polar.

According to the map given below, fill in the table of the countries with the appropriate climate type.

BACK NEXT

MOBILITY IN NETHERLANDS
(BC BROEKHIN ROERMOND)
12/05/2019–18/05/2019

Switzerland	Denmark	Slovenia	Estonia	Malta

Now let's recognize the climate of the six member states participating in our Erasmus program.

Poland	1) The climate is mainly the Mediterranean. However, due to the country's unique geography, there is a remarkable range of micro climates and local variants. Western of the main mountain range, the climate is generally more humid and has some marine features. The eastern part of Mountains is generally drier and hotter in the summer. The northern regions have a transitional climate between the mainland and the Mediterranean climate. There are also mountainous areas with alpine climate.
Greece	2) The climate is mostly oceanic with western winds. The rains are abundant throughout the year (except winter), while temperatures are relatively mild in the winter and cool in the summer. Snowfall occurs mainly from the beginning of December until the end of February and it rains during the rest of the year and especially during the summer. Temperatures range from –2 to 5 degrees in the winter and from 11 to 22 degrees in the summer. Temperature variations in both summer and winter are relatively small, because in winter a hot stream that comes every year from the Gulf of Mexico affects the temperature of the sea, so that the sea does not freeze.
Croatia **BACK**	3) Mild climate with significant variations among regions even among neighbor regions. In the Alps, there are low temperatures and notable thermal rainfall. The Po's plain has a continental climate without many rainfalls. The Apennines area has a continental character that becomes more apparent in the interior. In the island and the Ionian region, the climate is typically the Mediterranean, with mild winters and hot summers. Rainfall is minimal and concentrated mainly in the winter. **NEXT**

Netherlands (Holland)	4) The climate, which ranges between marine and continental, is relatively mild. Average coast temperatures are –2 °C in January and +16 °C in July. During the summer, 20 °C is frequent during the day while 14 °C is frequent at night. Some winters may be very cold. Temperatures which reach –20 °C occur almost every winter. Extreme winter temperatures are –34 ° C in coastal areas and at –43 ° C in the east. The climate of the country is continental with wet winters and wet summers.
Italy	5) The climate is very similar to the Mediterranean. It is characterized by warm summers, many sunny days and mild and rainy winters. The warmer months are July and August when the air temperature is between 25 °C and 35°C. It is very rarely rained during this time, and that is why it is considered to be the peak of the tourist season. It is one of the sunniest coasts in the world
Lithuania	6) The climate is mildly continental and humid. To the East it becomes more continental. The average annual temperature is 8 °C where the largest rainfall occurs in the summer.

3. 15 minutes

PLAY AND LEARN

Which of the following phrases refer to weather and which to climate?

The next heat wave is expected. Weather or Climate

The summer in Greece is warmer than in the summer in Sweden. Weather or Climate

Our day started sunny but suddenly caught a storm that made us soak! Weather or Climate

In Warsaw (capital of Poland) the winters are mild and the summers are cool with abundant rainfall. Weather or Climate.

BACK NEXT

MOBILITY IN NETHERLANDS
(BC BROEKHIN ROERMOND)
12/05/2019–18/05/2019

The temperature will fall in the next 24 hours. Weather or Climate

This season, every year there is snowfall. Weather or Climate

The Piraeus Port Authority does not allow ships to travel due to strong winds.

Weather or Climate

If it rains in March and April this is good for agriculture. Weather or Climate

Thank you for your attention and work!

Download File Weather_and_climate1_1

Back to Lessons list

BACK **NEXT**

MOBILITY IN NETHERLANDS
(BC BROEKHIN ROERMOND)
12/05/2019–18/05/2019

Lesson

NO MORE BEES

Teacher: Gordana Maršić

Time: 50 minutes

Level: lower intermediate, intermediate

Topic: environmental problems, climate change, disappearing of bees

Objectives: to develop reading and speaking skills, to discuss environmental issues, to deal with cause/effect relationship, to deal with problems and suggest solutions, learn how to form and use second conditional

Key words: environment, global warming, bees, pollinate, food, oxygen, diasppear

Outcomes: Students will be able to understand important causes of disappearing of bees, and some solutions, explain why it is important to protect and save the bees

Languge skills: answering questions, expressing opinion, agreeing, disagreeing, using second connditional

Required materials and equipment: blackboard, chalk, handouts with text, photos

Literature: Elaine Walker, Steve Elsworth: Grammar Practice for Intermediate Students, Longman

Liz Kilbey: Discover English 4, Textbook, workbook, Pearson

Maja Lunde: Povijest pčela, Naklada Ljevak

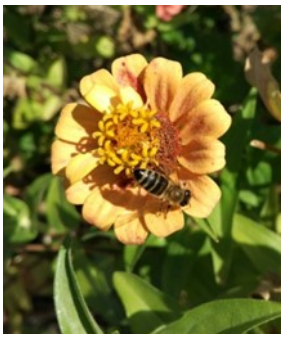
Cross curricular element: biology

Student grouping: whole class, individual

MOBILITY IN NETHERLANDS
(BC BROEKHIN ROERMOND)
12/05/2019–18/05/2019

NO MORE BEES

Describe the pictures. How are they connected? Discuss your ideas with the class.

1. 

2. 

3. 

4. 

5. 

What would the world be like if there weren't any bees?

At first, everything would seem just the same, or perhaps even a bit better – there would be no more annoying little insects, and no more stings. Then we would start to notice some effects – for example, the shops would stop selling honey. Perhaps that doesn't sound too bad – we could all live without honey. But it wouldn't stop there. It would get a lot, lot worse.

There's a famous quotation, which some say is from Albert Einstein: „If bees disappeared... man would have only four years of life left.“ It sounds crazy – but is it? We all know that bees carry pollen from flower to flower (they pollinate the flowers). These flowers are not just the flowers we see in florists' shops. They are also flowers on many other kinds of plants. Lots of our food comes from plants that depend on bees, including many types of fruit, vegetables, nuts and beans. If we didn't have bees, we wouldn't have cotton either – so no jeans or T-shirts. A lot of animals would also disappear – because bees pollinate their food. So there would be far less meat, and no milk or cheese. Imagine a cheeseburger – there would be nothing left except the bread. Even worse, we'd have no chocolate!

BACK NEXT

All over the world, people would be hungry and that would lead to a global war. But that's not all. It would actually become harder for us to breathe. That's because green plants produce oxygen. If they disappeared, there would be less oxygen.

So the Einstein „quotation“ might be close to the truth. “A world without bees“ would make a great horror film. Unfortunately, it's not just science fiction. Bees are dying in great numbers. Some scientists think it's because of the chemicals that farmers spray on their plants. Others think it's because of a virus – and some even believe it's because of mobile phones.

Lots of sceintists think that bees are dying because of climate change which is causing habitat loss for many bee colonies. Shifting temepratures are a big problem. As average temperatures rise, flowers bloom earlier in spring. It is a mismatch in timing between when flowers produce pollen and when bees are ready to feed on that pollen. Even a mismatch of three to six days could negatively affect bees' health making them less resistant to predators, parasites and diseases.

So next time a bee is annoying you, think twice before you try to kill it. Perhaps it would be better to open the window.

True, false or doesn't say?

1. The writer doesn't like honey.
2. Einstein was worried about bees.
3. Bees are necessary for a lot of our food.
4. We need bees to make bread.
5. Bees help in the production of oxygen.
6. “A world without bees“ is a horror film.
7. Mobile phones could be dangerous to bees.
8. The writer thinks bees are annoying.
9. Global warming is a problem for bees.

MOBILITY IN NETHERLANDS
(BC BROEKHIN ROERMOND)
12/05/2019–18/05/2019

Answer the questions:

1. What important work do bees do?
2. Why is pollination important?
3. What can we eat instead of honey?
4. Why would we have less meat if bees disappeared?
5. How can disappearance of bees lead to a war?
6. What did Einstein say about disappearance of bees?
7. Bees are dying in great numbers: What are the causes?

Discussion:

Is the situation really that serious?

Is there a solution to the problem?

Can we save honey bees?

Could we pollinate plants by hand?

How many people would have to work in orchards and fields?

Suggestion for reading:
Maja Lunde: The History of Bees

Second conditional **14'**

- it is used to talk about the present when the event in the if-clause is not true
- to talk about the future when the event in the if-clause is unlikely to happen

If clause	Main clause
if + was/were/past simple	would/could/might + infinitive
If Peter got that job	he would move to London.
If we had more time	I could tell you more about it.

BACK **NEXT**

MOBILITY IN NETHERLANDS
(BC BROEKHIN ROERMOND)
12/05/2019–18/05/2019

Choose the correct words:

If I had a problem, _____tell my parents.

I'd *I'm* *I'll*

I would be really angry if someone _____my mobile.

steals *would steal* *stole*

My friends would pass their exams if they _____more.

study *studied* *didn't study*

I'd be really happy if I _____go to Australia.

can *could* *can't*

If you were famous, _____you be in magazines?

when *would* *will*

If there _____any bees, what would we do?

wasn't *didn't* *weren't*

Write the sentences:

If farmers / stop /using chemicals, bees / live / longer

If bees / die, they / not pollinate / flowers

Flowers / not produce/ seeds if / bees / not pollinate them

Animals / die / if there / be / no food

MOBILITY IN NETHERLANDS
(BC BROEKHIN ROERMOND)
12/05/2019–18/05/2019

Match the beginnings (1–6) with the endings (a–f), then write sentences in the second conditional:

1. If there / not be / any insects
2. If it never / rain
3. If bees / not sting
4. If there / not be / any cows
5. If flowers / have / no colour or smell
6. If a bee / land / on my nose

a) I /sit /very still
b) people / like / them more
c) birds / be / hungry
d) there / not be / any burgers
e) plants / not grow
f) they / not attract / bees

Back to Lessons list

BACK NEXT

MOBILITY IN NETHERLANDS
(BC BROEKHIN ROERMOND)
12/05/2019–18/05/2019

Lesson

CLIMATE CHANGE ON YOUR PLATE!

lesson taught at 13-05-2019

lesson made by Simone Jacobs, taught by RobSegers

Startingsituation:	Students from ages between 10 and 15 and from 6 different countries will follow the lesson. They should know about the English language but it is not known how well they speak and understand the English language. It is assumed that the students all heard about certain climate issues worldwide and in their own country specific. Students “know” each other for 1 day. Some of them may have never spoken to one another before the lesson.
Goals:	At the end of the lesson: ⇒ the students know the impact of our food on the environment ⇒ the students know that Environmental impact can cause climate change ⇒ the students know different examples of climate change ⇒ the students have an opinion on the impact of environmental impact. ⇒ the students come up with solutions on how to make more sustainable (food) choices Challenges: ⇒ Working cooperative with students they don’t know (well) ⇒ Following a lesson in English ⇒ Talking English to one another during the cooperative exercise ⇒ Talking English to the teacher when he/she asks something

BACK NEXT

MOBILITY IN NETHERLANDS
(BC BROEKHIN ROERMOND)
12/05/2019–18/05/2019

Timeschedule	**Teacher:**	**Students:**	**Neededmaterials:**
Before the start of the lesson	Welcome the students at the door	Enter the classroom and take a seat	
0–5 min	Introduce the theme Climate change on your plate	Listen and ask questions	Beamer with PowerPoint
5–10 min	Introduction about the goals	Listen and ask questions	Beamer with Power-Point
10–25 min	Teach the students and ask questions about environmental/ food impact on the environ-ment	Explain what they know about our food impact on the environment, an-swer questions	Beamer with Power-Point
25–35 min	Video 1 Explanation subject	Listen	Beamer: Youtube
35–40 min	Explain Final Assignment	Listen and ask questions	Beamer with Power-Point
40–45 min	Show a video 2 of an Example of a solution	Listen	Beamer: Youtube
45–55 min	Explain the cooperative exer-cise. Walking around, ask questions, answer questions, coach	Work cooperative and come up with solutions Assignment: *Brain-storming with your partner* *-How can you make your food and drinks less harmful to the environ-ment?* *-Everything is al-lowed: from your own meal to the school canteen.* *-Come up withsolu-tions yourself and / or use the internet for solutions.* *-Make quotes for these solutions and write them on the poster sheet*	Paper and pencils Poster sheet

BACK NEXT

55–60 min	Discuss the solutions	Explain their solutions in class	
After the lesson	Thank students for joining the lesson	Leave the classroom	
Total 60 min			

Download File Lesson_plan_climate_change_on_your_plate

Back to Lessons list

BACK NEXT

MOBILITY IN NETHERLANDS
(BC BROEKHIN ROERMOND)
12/05/2019–18/05/2019

LESSON

FLOODS – CAUSES, EFFECTS AND SOLUTIONS

Teacher: Giovanna Filomena Palumbo

Time: *50 minutes*

Level: Intermediate

Key words: Flood; River overflow; Rain; Hurricane; Tsunami; Cyclone; Dam; Ice; Snow-melt; Floodplain; Upstream; Downstream; Thunderstorm; Rainfall; Banks of the river; Waterways; Environment; Ecosystem; Delta; Dredge; Mudslide; Silt; Diseases; Mud

Objectives and goals:

- Knowledge of causes and effects of flooding
- Promote discussion and reflection about environmental issues
- Suggest solutions

Outcomes:

- Students will realise the danger of environmental problems caused by flooding and by climate change

Language skills: Listening, Reading, Speaking, gap filling, matching and Writing

Required materials and equipment: a PC and a projector, photocopies, pens

Student grouping: small groups (4 students per group)

Literature:

- Internet

Sources for the PowerPoint presentation:

Floods – Causes and Effects of Flooding/Flood... – English online
https://www.english-online.at/geography/floods/floods-and-flooding.htm
eSchooltoday – Flooding
Climate Change, Extreme Precipitation and Flooding: The Latest Science (2018)
https://www.ucsusa.org/global-warming/global-warming-impacts/floods.

The New York Times: "More Floods and More Droughts: Climate Change Delivers Both", by John Schwartz, December 17th, 2018
Independent: "10 measures that must be taken to prevent more flooding in the future", by Katie Grant, 29th December 2015

BACK **NEXT**

MOBILITY IN NETHERLANDS
(BC BROEKHIN ROERMOND)
12/05/2019–18/05/2019

Outline

Introduction (5 minutes)

1. A short presentation of students and the teacher (name, country, age)
2. Teacher will inform students they will see a PowerPoint presentation about floods, then she will give them out a paper sheet with the following questions:
    1. What is a flood?
    2. What are three types of floods?
    3. What are the effects of flooding?
    4. Can you suggest your own solution to prevent flooding?

Procedure

1. Students will answer to the first question and teacher will read to them their answers. Then she will show them a presentation that explains causes and effects of flooding and how climate changes widen the frequency of floods. (20 minutes)
2. Teacher will ask students to answer to the second and third questions. (5 minutes)
3. After that, teacher will show the last slides of the presentation, concerning some suggestions about the prevention of floods, and she will invites students to give their own suggestions by answering to the last question. (5 minutes)
4. Finally, teacher will give them some exercises to do, working in group. (15 minutes)

The first exercise is a vocabulary matching one.

Match the definitions to the words:

Words:

Bed – Fertile – Flash Flood – Contaminate – Delta – Deposit – Dredge – Cyclone – Mudslide – Silt

Definitions:

1. wet earth suddenly falls down from the side of a hill
2. flat ground at the bottom of a river
3. to remove mud or earth from the ground of a sea or river
4. leave material on the ocean or river floor
5. fine particles of sand and mud that a river carries
6. if the soil is good to produce crops
7. tropical storm
8. heavy rain that covers a region in a short time
9. to make something dirty so that it cannot be used any more
10. area where a river splits into many smaller ones

The second exercise is a cloze one.

Source: ELC Study Zone: Causes of Floods: Practice Exercise

https://web2.uvcs.uvic.ca/courses/elc/studyzone/490/reading/floods3-cloze.htm

Back to Lessons list

BACK **NEXT**

MOBILITY IN NETHERLANDS
(BC BROEKHIN ROERMOND)
12/05/2019–18/05/2019

Lesson

MEASUREMENT OF CO_2.COMPARING THE AMOUNT OF CARBON DIOXIDE IN THE INHALED AND EXHALED AIR

Teacher: Rasa Ručienė

Time: 50 minutes

Level: intermediate

Topic: environmental problems, climate change, carbon dioxide, measurement of carbon dioxide

Objectives: to learn to measure the amount of CO_2 using a sensor, to deal with effect of CO_2, to deal with problems and suggest solutions, to develop reading and speaking skills,

Key words: environment, global warming, carbon dioxide, pollution

Outcomes: Students will be able to realise the effect of CO_2 to climate change ,learn to measure level of CO_2 in the air

Languge skills: answering questions, expressing opinion, agreeing, disagreeing

Required materials and equipment: balloons, bottles, handouts for students with the tasks, every student needs a mobile phone.

Literature: the Internet

1. https://issuu.com/einsteinworld/docs/amount_of_co2_exhaled_in_human_resp (2019)
2. https://sciencing.com/carbon-dioxide-affect-environment-8583965.html (2019)
3. http://www.uigi.com/carbondioxide.html (2019)

Cross curricular element: chemistry

Student grouping: groups of students (4–6 students in each group)

BACK NEXT

MOBILITY IN NETHERLANDS
(BC BROEKHIN ROERMOND)
12/05/2019–18/05/2019

Process of the lesson

The teacher discusses together with students what do they know about CO_2 gas, about its effect to climate change, to human's health, about its benefits.

The teacher shares students into 4 groups of 4–5 students and give them worksheets.

Students measure of level of CO_2 with a sensor in the classroom air and the results obtained convert to percent. They should split the data from 10000. They fill the results data in the table.

4. Students share balloons.

5. Students choose in each group students who will do sport activities and students who will not do sport activities. These students have to inbreathe deeply and exhale air into the balloon. Then other students have to do squads for one minute then breathe deeply and exhale air into the balloon.

6. Students measure quantity of CO_2 in each bottle and the results obtained fill in the table.

7. Students convert the results obtained from the sensor of CO_2 to percent and split from 10 000. Write the data in the table.

8. Students compare the results obtained, answer the questions and make conclusions of the research.

9. Students play a Kahoot. They do a questionnaire about the lesson and evaluate themselves. https://create.kahoot.it/kahoots/shared

Download File Worksheet1_measurement_of_co2

Back to Lessons list

BACK NEXT

MOBILITY IN NETHERLANDS
(BC BROEKHIN ROERMOND)
12/05/2019–18/05/2019

Lesson

WHAT CAN I DO TO REDUCE MY CARBON FOOTPRINT?

Teacher: Justyna Wrześniowska-Choszcz, Primary School no 12, Gdynia, Poland

Time: 45 minutes

Level: pre-intermediate and above

Objectives and goals:

- to know how to explain what carbon footprint is
- to be able to name ways of mitigating one's carbon footprint
- to learn new vocabulary connected with ecology
- to practise giving suggestions with “should“
- to express opinions with modal verbs “might“ and “have to“

Key words: carbon footprint, carbon dioxide, air pollution, reuse, reduce, recycle, enironment, fuel

Outcomes:

Students will be able to understand important causes of emitting CO_2, they will be able to determine what they should do to reduce it and realize why it is crucial to mitigate it.

Languge skills: reading for gist, speaking in front of the class, answering questions, expressing opinions, agreeing, disagreeing, using modal verbs: should, have to, might

Required materials and equipment: Internet connection, overhead projector, screen, markers, big sheets of paper, sets of printed memory game

Cross curricular element: biology, physics

Student grouping: whole class, individual, small groups

Sources:

www.youtube.com/watch?v=8q7_aV8eLUE

https://www.goingzerowaste.com/blog/5-ways-to-reduce-your-carbon-footprint

https://www.energystar.gov/ia/products/globalwarming/downloads/GoGreen_Activities%20508_compliant_small.pdf

https://footprint.wwf.org.uk/#/

BACK **NEXT**

MOBILITY IN NETHERLANDS
(BC BROEKHIN ROERMOND)
12/05/2019–18/05/2019

Outline

I. Introduction 5 minutes

Teacher: *Good morning. My name is Justyna and I will conduct an English lesson for you. Because of our Erasmus+ project "Stop Climate Change -Together Europe Achieves More", the topic of today's lesson is "What Can I Do To Reduce My Carbon Footprint?*

I'd like you to introduce yourselves. What are your names and where are you from?

(Students introduce themselves)

In today's lesson we will discuss the reasons and consequences of leaving a carbon footprint. We will also think how each of us contributes to CO_2 emission and how we can reduce it.

II. 5 minutes

Presentation of a short film ***Simpleshow Explains The Carbon Footprint***. www.youtube.com/watch?v=8q7_aV8eLUE

After the film students are asked: *"What is the carbon footprint?"* and are expected to reply similarly to: "A mark you leave upon environment with every action that releases carbons, harmful gases like CO2". The teacher writes the definition on the board copying the graphics from the film and encourages students to give examples of such emission based on the video or their own life experience.

III. Group work 15 minutes

The teacher divides the class into 5 groups and asks: "*Why do we have to reduce our carbon footprint?"* After the pupils give their ideas, the teacher writes on the board: "To save our future world we should…" and writes down 5 categories: 5 R's, transport, water, food and energy. Then he/she explains the next task and distributes markers and big sheets of paper. Each group is given a card with one of the subjects from the article:

https://www.goingzerowaste.com/blog/5-ways-to-reduce-your-carbon-footprint

The groups use the sheets to take notes and choose one person from each group to present the notes.

When the groups finish they work, the teacher asks representatives to summerize their problems. After each presentation, the teacher asks: *„And what do YOU actually do?".* Students answer the question.

IV Memory game 15 minutes

The teacher explains the task and distributes a memory game, each group gets one printed and cut out set. Students play a memory game and after they finish, they read out and discuss the problem from the cards collected by themselves.

https://www.energystar.gov/ia/products/globalwarming/downloads/GoGreen_Activities%20508_compliant_small.pdf (pages 8–11)

V SUMMARY 5 minutes

The teacher asks and elicits replies :

What have you learned about the carbon footprint?

What can you do to reduce your carbon footprint?

At the end the teacher encorages pupils to find an online footprint calculator in their own language and solve them with their parents. They are shown an example webpage: https://footprint.wwf.org.uk/#/

Thank you for participating in my lesson. I hope it has made you realize the importance of your own „eco-actions“.

Back to Lessons list

BACK **NEXT**

MOBILITY IN POLAND

(SZKOLA PODSTAWOWA NR. 12, GDYNIA)

06/10/2019–12/10/2019

LESSON

CLIMATE CHANGE AND CARBON FOOTPRINT

Teacher: Vasiliki Papandreou, 1st Gymnasium of Cholargos, Greece

Time: 45 minutes

Level: intermediate

Age: 13–15

Topic: environmental problems, climate change, carbon footprint

Objectives: to obtain better knowledge about the effects of climate change, to explore how human activity can affect climate change, to develop speaking and listening skills, to discuss environmental issues, to suggest solutions about how to reduce our own carbon footprint

Key words: climate change, carbon footprint, CO_2 emissions

Activities: reading, speaking, listening, watching videos, writing, playing

Outcomes: Students will be able to understand the serious impact of climate change and how to reduce their carbon footprint, take care to consciously consume and think about what they need, separating needs from desires.

Procedure

I introduce myself to the students and inform them about the subject of the lesson.

We talk about climate change as a common problem that every inhabitant in the Earth is facing.

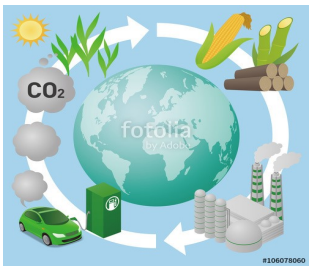
I follow up with the power point presentation .

The first question is about the most important cause of climate change in order to focus on human activities.

Then I ask about carbon dioxide and the exact meaning of carbon footprint .

Students try to answer to the question “What can we do to face climate change as individuals or as members of the society and how can we reduce our CO_2 emissions in everyday life”

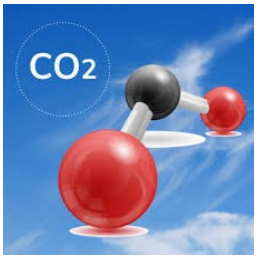
In the meantime we watch videos in order to better comprehend the extent of the issue .



Climate change and carbon footprint

Questions- Answers

What is the most important cause of climate change?



Human activity is the main cause of climate change

Since the beginning of the Industrial Revolution, people have burned more and more fossil fuels and changed vast areas of land from forests to farm-land.
Burning fossil fuels produces **carbon dioxide.**

What is carbon dioxide?

- ⇒ Carbon dioxide is a greenhouse gas
- ⇒ It is called a greenhouse gas because it produces a greenhouse effect ……
- ⇒ The greenhouse effect makes the Earth warmer
- ⇒ Carbon dioxide is the main cause of human – induced climate change

CO_2 concentrations in the atmosphere have increased by 40% in the last 200 years and, since 2000, emissions continue to rise by 2% every year.

What is Carbon Footprint?

A carbon footprint is a measure of the impact our activities have on the environment and in particular climate change.

It relates to the amount of greenhouse gases produced in our day-to-day lives through burning fossil fuels for electricity, heating, transportation etc.

What can we do?

By adopting good practices, we can reduce CO2 on an economic, professional and social level.

BACK NEXT

How do we reduce our CO_2 emissions in everyday life?

We make small adjustments to our daily food choices

We use public transport, bicycle, foot, energy saving lamps.

We turn off the electrical appliances from the central switch.

We choose devices with higher index of energy efficiency.

Why the three R's ?

Because…..

Reducing
the amount of items we own and the amount of waste we create, means less stuff will end up in the garbage.

Reusing
means that we can give our items another life and keep them out of the trash.

Recycling
takes a variety of materials and puts them to good use, helping the economy, creating jobs and manufacturing new products.

You may have the mantra of "**reduce, reuse and recycle**" down, but there are **more R's** you can add to your routine.

Refuse
Say no to plastic bags at the supermarket.

Australians use up to 4 billion plastic bags a year! Take your own from home.

Refuse excess packaging

Refill
Utilise reusable drink bottles to avoid plastic bottle purchase.

Try shopping at places where you can refill your own containers (to save money and time!).

Often smaller, family owned businesses let you take your own container (your local butcher, green grocer or café, for example).

Reconsider

Do you really need the item you are considering purchasing?

Can you borrow, purchase second hand or repurpose another item?

(20 minutes)

MOBILITY IN POLAND

(SZKOLA PODSTAWOWA NR. 12, GDYNIA)

06/10/2019–12/10/2019

I give to the students a worksheet to fill out :

Name: _____ Date: _____

Worksheet

What's your carbon footprint

Instructions: Answer the questions below, then fill in the corresponding values on the far right.

Tally the values to find your carbon footprint. Only fill in one value for each question, unless otherwise stated.

QUESTIONS	**values**	
Example **Do you turn off the lights when you leave a room?**		
a.Yes	a. 133	133
b.No	b. 268	
1. How do you get to school?		
a. walk	a. 0	
b. bike	b. 0	
c. car	c. 1115	
d. bus	d. 131	
e. carpool	e. 459	
2. Do you eat mostly…		
a. fast food	a. 4818	
b. home cooked food	b. 629	
3. Do you eat mostly…		
a. vegetables/fruits	a. 153	
b. meat	b. 644	
c. bread	c. 364	
4. Do you turn off lights when you leave a room?		
a. yes	a. 133	
b. no	b. 268	
5. Do you unplug appliances/chargers when not in use?		
a. yes	a. 9	
b. no	b. 18	

BACK NEXT

6. How do you dry clothes?		
a. hang to dry	a. 0	
b. dryer	b. 750	
c. both	c. 375	
7. Do you turn off the water when brushing your teeth?		
a. yes	a. 34	
b. No	b. 274	
8. Do you turn off the TV when you're not watching it?		
a. yes	a. 47	
b. no	b. 140	
9. Do you turn off your video game system when you're not using it?		
a. yes	a. 29	
b. no	b. 90	
c. don't have/use one	c. 0	
10. Do you recycle? (for this question, select all that apply)		
a. magazines	a. -15	
b. newspaper	b. -90	
c. glass	c. -7	
d. plastic	d. -19	
e. aluminum and steel cans	e. -86	
Add together all the values in the far right column and report here:		

Use the workspace to do your work.

Work space:

……
……
……
……

This total is your "carbon footprint" in the number of pounds of carbon dioxide per year. The lower the number, the fewer greenhouse gasses are emitted into the atmosphere.

Review your choices in the survey.

BACK NEXT

MOBILITY IN POLAND

(SZKOLA PODSTAWOWA NR. 12, GDYNIA)

06/10/2019–12/10/2019

What changes can you make in your life to reduce your carbon footprint?

Try to make some of these changes in the next week.

Use the space below to engineer a plan to reduce your carbon footprint.

Things I will turn off:
How I will get to school:
What I will eat:
How much I will use electronics:
What I will recycle:
Other things I will do:

(15 minutes)

Finally we play a board game about climate change

(10 minutes)

Author : Vasiliki Papandreou

Download File Lesson_in_poland_arbon_footprint

Back to Lessons list

BACK

NEXT

MOBILITY IN POLAND

(SZKOLA PODSTAWOWA NR. 12, GDYNIA)

06/10/2019–12/10/2019

LESSON

CLIMATE CHANGE:THE ICE AGE IN HISTORY

Teacher: Ivana Spajić, Oš Bartola Kašića Vinkovci, Vinkovci

Date: 10 October 2019

School: Szkola Podsatwowa nr. 12, Gdynia, Poland

Level: pre-intermediate

Time 45 minutes

Objectives and goals:

- ⇒ introduce students to TheIce Age in history
- ⇒ understand what causes The Ice Age
- ⇒ explain to students the influence of The Ice Age on climate today
- ⇒ explain to students life in The Ice Age
- ⇒ warn about climate change

Outcomes: Students will be able to see the importance of TheIce Age on climate today and the changes that The Ice Age has left in history, but also for us today

Activities: writing, speaking, drawing

Language skills: revision and use of familiar words, learning new words

Required materials and equipment : computer, projector, worksheets, power point presentation, magnets

Cross curricular element: geography, biology.

BACK NEXT

MOBILITY IN POLAND
(SZKOLA PODSTAWOWA NR. 12, GDYNIA)
06/10/2019–12/10/2019

Outline

1) Introduction 8 min

Activities for students:Each student gets a worksheet (Task 1). Students need to determine which The Ice Age sentences are true or false. Students complete woorksheets in pairs,in this way students will be introduced to the theme of The Ice Age in history

2) Main part: 30 min

Through power point presentation students get familiar with the term The Ice Age, why it happened, what caused The Ice Age, how people lived and will it happen again.Students follow the presentation, connect and conclude.

I will divide the students into four groups. Students will have to imagine the lives of people in The Ice Age (Task 2) and draw what they think what they were fed, what their shelters looked like, the communities in which they lived. Students will present their ideas to other students.

3) Final part: 7 min

Activities for students: At the end students are examining their worksheet (Task 1) with a true and false sentences. Students correct any errors in the worksheet from the beginning of the class

Students recognize true sentences.This way students will test their knowledge

Aditional activity: Dancing with Sid (https://www.youtube.com/watch?v=uMuJxd2Gpxo)

MOBILITY IN POLAND

(SZKOLA PODSTAWOWA NR. 12, GDYNIA)

06/10/2019–12/10/2019

Task 1

TRUE OR FALSE?

Read the sentences. If the sentence is correct, draw a snowflake below the TRUE column, otherwise, draw below the FALSE column.

SENTENCE	TRUE	FALSE
The Ice Age is a time when the climate was much colder than it is today		
The last Ice Age is called "The Great Ice Age"		
Scientists believe that The Ice Age happened because the earth changed its orbit around the sun		
Woolly mammoths are extinct		
Dinosaurs lived in The Ice Age		
Ice Age people hunted animals and used their bones as weapons		
The Ice Age will happen again		

BACK NEXT

Task 2

LIFE OF THE ICE AGE PEOPLE

Draw your ideas. What did Ice Age people eat?

Draw your ideas. What did Ice Age people hunt?

Draw your ideas. Where did Ice Age people live?

Shelter:

Draw your ideas.What did Ice Age people wear?

Clothes:

Download File Climate_changes

Back to Lessons list

BACK

NEXT

MOBILITY IN POLAND

(SZKOLA PODSTAWOWA NR. 12, GDYNIA)

06/10/2019–12/10/2019

LESSON

IT'S TIME TO CREATE A SUSTAINABLE WORLD! - PALMOIL

lesson taught at 08-10-19

lesson taught by Kelsy Schreurs

Startingsituation:	Students from ages between 10 and 15 and from 6 different countries will follow the lesson. They should know about the English language but it is not known how well they speak and understand the English language. It is assumed that the students all heard about certain climate issues worldwide and in their own country specific. Students "know" each other for 3 days. Some of them may have never spoken to one another before the lesson.
Goals:	At the end of the lesson: ⇒ the students know what sustainability is. ⇒ the students know what palmoil is and what products contain palmoil. ⇒ the students can tell the difference between a normal palmoilplantage and a sustainable palmoilplantage. ⇒ the students created a sustainable product on paper (thought of were ingredients come from, human rights, animal welfare, what the package is made of and the environment). Challenges: ⇒Working cooperative with students they don't know (well) ⇒Following a lesson in English ⇒Talking English to one another during the cooperative exercise ⇒Talking English to the teacher when he/she asks something

BACK NEXT

MOBILITY IN POLAND

(SZKOLA PODSTAWOWA NR. 12, GDYNIA)

06/10/2019–12/10/2019

Timeschedule:	**Teacher:**	**Students:**	**Neededmaterials:**
Before the start of the lesson	Welcome the students at the door	Enter the class-room and take a seat	
0/5 min	Introduce the theme (palmoil and sustainability)		Beamer with PowerPoint
5/10 min	Make a mindmap on the board of the students thoughts of sustaina-bility	Tell the teacher what they think is sustainability	Whiteboard, whiteboardmarker
0/5 min	Show short movie	Watch short mov-ie	Beamer with soundbox
5 min	Teach the students what palmoil is	Listen	
10 min	Show movie	Watch movie	Beamer with soundbox
10 min	Teach the students the difference between an normal palmoilplantage and a sustaina-ble palmoilplantage	Listen	
15 min	Hand out worksheets and explain the cooperative exercise. Show example of sustainable product *Exercise:* *Make groups of 2. In the work-sheet you see a layout to create a sustainable product. Think of a sustainable product and fill in the name, ingredients, human rights, animal welfare and environment.* Walking around, ask questions, answer questions, coach	Work cooperative and create an sustainable prod-uct (on paper)	worksheet
5 min	Ask students about what sustain-able product they thought of	Tell other groups of what they thought off	
After the lesson	Thank students for joining the les-son	Leave the class-room	
Total 60 min			

Download File Presentation_lesson_climate_in_gdynia

Worksheet_lesson_sustainable_products_gdynia

BACK **Back to Lessons list** **NEXT**

MOBILITY IN POLAND

(SZKOLA PODSTAWOWA NR. 12, GDYNIA)

06/10/2019–12/10/2019

LESSON

FORESTS, FIRES AND CLIMATE CHANGE

Teacher: Giovanna Filomena Palumbo
Time: *45 minutes*
Level : Intermediate
Key words: Trees; Forest; Fire; Wildfire; Rainforest; Oxygen; Carbon Dioxide and Monoxide; Global Warming; Biodiversity; Deforestation; Soil Erosion; Lightning; Volcano; Smoke; Forester; Firefighter

Objectives and goals:

- ⇒ Knowledge of the importance and value of trees and forests
- ⇒ Knowledge of causes and effects of fires
- ⇒ Promote discussion and reflection about environmental issues
- ⇒ Suggest solutions

Outcomes:

- ⇒ Students will realise the danger of environmental problems caused by fires and by climate change

Language skills: Listening, Reading, Speaking, gap filling and Writing
Required materials and equipment : a PC and a projector, photocopies, pens
Student grouping: small groups (4 students per group)

Literature:

⇒ Internet

Sources for the PowerPoint presentation:

"The Importance of Trees – Learn Value and Benefit of Trees"
https:// www.savetree.com>whytrees

"Trees importance to our Environment"
https://www.google.it/url?sa=t&rct=j&q=&esrc=s&source=web&cd=23&ved=2ahUKEwj5gv7V_OPkAhVMDewKHUWBDXgQFjAWegQIBxAB&url=https%3A%2F%2Fwww.1millionwomen.com.au%2Fblog%2Ftrees-importance-to-our environment%2F&usg=AOvVaw3Celcqs1kgOOh3FU52enGY

"Importance of Forests/ WWF"
" 21 reasons why forests are important /MNN – Mother Nature... "
https://www.google.it/url?sa=t&rct=j&q=&esrc=s&source=web&cd=14&cad=rja&uact=8&ved=2ahUKEwi7iv-uheTkAhVCbVAKHQ9RA_gQFjANegQICRAB&url=https%3A%2F%2Fwww.mnn.com%2Fearth-matters%2Fwilderness-resources%2Fblogs%2F21-reasons-why-forests-are-important&usg=AOvVaw22kaX_CZFAOp1WLnBWjuHJ

"What Causes Forest Fires? – WorldAtlas. Com"
https://www.worldatlas.com>articles>what–causes-forest-fires

"Causes et consequences of forest fires /OMPE/ Organisation..."
https://www.google.it/url?sa=t&rct=j&q=&esrc=s&source=web&cd=13&cad=rja&uact=8&ved=2ahUKEwiDxZyYlOTkAhUCK1AKHVPuCFgQFjAMegQIAxAB&url=https%3A%2F%2Fwww.ompe.org%2Fen%2Fcauses-et-consequences-of-forest-fires%2F&usg=AOvVaw1LlB4cK95vS_7EZxNoGOhd

By Lucy Rodgers, Nassos Stylianou, Clara Guibourg, Mike Hills and Dominic Bailey. Design by Mark Bryson.

Article about: "The Amazon in Brazil is on fire - how bad is it?- BBC News"
https://www.bbc.com>world-latin-america-49433767

Article: "African forest fires in the spotlight amid outcry over Amazon blazes"
https://www.google.it/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&uact=8&ved=2ahUKEwiFzLnAt-fkAhWMLFAKHSDuDl8QFjACegQIDBAH&url=https%3A%2F%2Fwww.france24.com%2Fen%2F20190827-africa-forest-fires-spotlight-outcry-amazon-blazes-congo-basin-macron-g7&usg=AOvVaw3qVAAGtVNPwElAMHJrMPva

Article: "Maintaining Forests to Prevent Fires"
**The information in this article was taken from a book called Forest Theory, which was written by KKL-JNF's professional staff.*
Keren Kayemeth LeIsrael
Jewish National Fund
www.kkl-jnf.org › forest-maintenance

MOBILITY IN POLAND
(SZKOLA PODSTAWOWA NR. 12, GDYNIA)
06/10/2019–12/10/2019

Outline

Introduction (5 minutes)

1. A short presentation of students and the teacher (name, country, age)
2. Teacher will inform students they will see a PowerPoint presentation about forests and fires, then she will give them out a paper sheet with the following questions:
    1. What is a forest?
    2. What are the advantages of forests?
    3. What causes forest fires?
    4. Can you suggest your own solution to prevent forest fires?

Procedure

1. Students will answer to the first question and teacher will read to them their answers. Then she will show them a presentation that explains the importance and value of trees and forests, causes and effects of fires and how forest fires contribute to the greenhouse effect and climate change.
(20 minutes)
2. Teacher will ask students to answer to the second and third questions. (5 minutes)
3. After that, teacher will show the last slides of the presentation, concerning some suggestions about the prevention of fire, and she will invite students to give their own suggestions by answering to the last question. (5 minutes)
4. Finally, teacher will give them some exercises to do, working in group. (10 minutes)

The first exercise is a gap filling one.

Rainforest Words Worksheet

Name: **Date:**

forest	rainforest	oxygen	herbivore	medicine
shelter	important	pollution	deforestation	recycle

1) Trees are very _____ for many reasons.

2) One reason we need trees is because they create _____, which we need to breathe.

3) A _____ is a large area of trees and can be temperate or tropical.

4) A _____ is located near the equator and is home to the most biodiversity of animal and plant species in the world.

5) We make _____ from plants and flowers to help us when sick.

6) A _____ is a place of protection from weather elements and predators; your home is a type of this.

7) The three R's are crucial to protecting our environment; they are _____, reduce, and reuse.

8) An animal that eats only plants is called _____. This means they do not eat meat, or other animals.

9) _____ is a big problem in the rainforest and other areas. It is the cutting down and removal of trees.

10) _____ is another big problem for the environment. It is when litter, garbage, or toxins are introduced to water, air, and land.

The second exercise is a cloze test.

CHILE DECLARES FOREST FIRES ALERT – Open Cloze Test
Adapted from: http://www.bbc.com/news/world-latin-america-32045870

Download File ppt_forests_fires_and_climate_change

Back to Lessons list

BACK NEXT

MOBILITY IN POLAND

(SZKOLA PODSTAWOWA NR. 12, GDYNIA)

06/10/2019–12/10/2019

LESSON

HOW TSUNAMISWORK

Teacher: Rasa Ručienė, Alytaus r. Simnogimnazija, Lithuania

Time: *45 minutes*

Level:*I ntermediate and above*

Objectives and goals: to raise awareness about the phenomena of tsunami due to climate change; to develop critical thinking and solving environmental problems; to develop speaking and listening skills; to introduce language to talk about the environment

Outcomes: students will realise the danger of the phenomena. They will find out about the causes of tsunamis, how people can be prevented of tsunamis.

Languge skills: answering questions, expressing opinion, agreeing, disagreeing,

Required materials and equipment: P.C. and a projector, sheets of paper, pens.

Student grouping: whole group, individual

Literature:

1. V. Evans, J Dooley. Prime Time 4. Coursebook, 2012
2. V. Evans, J Dooley. Prime Time 4. Teacher's book, 2012
3. Youtube. How tsunamis work- Alex Gendler
4. Youtube. Biggest Tsunami Cought on Camera

BACK NEXT

MOBILITY IN POLAND
(SZKOLA PODSTAWOWA NR. 12, GDYNIA)
06/10/2019–12/10/2019

Outline

1. **Introduction** (8–10minutes)

1.1. Short presentation of students and the teacher (country, age).

1.2. Teacher will ask some questions about tsunamis.

What do students already know about tsunamis?

How tsunamis are related with climate change?

The teacher tells students to write three questions what they would like to ask about tsunamis.

2. Procedure (35 minutes)

2.1. Students watches the film "How tsunamis work" by Alex Gendler

2.2. The teachers shows the slides and explains how tsunamis happen.

A tsunami is a large wave that travels at great speed towards land. They usually happen due to three causes after:

⇒ an underwater earthquake

⇒ a large undersea landslide

⇒ an underwater volcanic eruption

When an undersea earthquake happens, the Earth tectonic plates move suddenly downwards or upwards. This usually happens on a fault line and one plate slides below the neighbouring plate causing a large amount of water to be forced upwards.

This water forms a wave. Just like you throw a pebble into a lake, the water ripples outwards. It is the same with a tsunami, but the water doesn't stop moving until it reaches land.

As the wave moves towards the land, it increases in speed and strength. Not all tsunamis are giant waves when they hit the shore, though. Many of them come inland as a strong and fast tide. However, the impact of the water often destroys everything in its path.

After the initial tsunami hits land, there are often other waves following it, that can be just as big, which slowly get smaller over time. The same as the ripples from the pebble mentioned before, but on a much larger scale.

Water is a very powerful force and can cause tremendous damage. As well as loss of life that tsunami can cause, it can flatten buildings and trees and destroy whole ecosystem.

2.3. Students watchthe film “5 biggest tsunamis on camera” on youtube

After watching the teacher asks questions:

Why a tsunami so dangerous?
Where are they mostly likely to occur?
How can tsunamis be prevented?

2.4. Students have to put sentences in the order a tsunami happens.

Put the sentences in the order a tsunami happen:

One plate slides below the neighbouring plate causing a large amount of water to be forced upwards.

This water forms a wave.

Waves come inland as a strong and fast tide and destroy everything in their path.

The Earth tectonic plates move suddenly downwards or upwards.

An undersea earthquake happens.

The water ripples outwards until it reaches land.

1.	
2.	
3.	
4.	
5.	
6.	

Download File How_tsunamis_work

Back to Lessons list

BACK NEXT

MOBILITY IN POLAND

(SZKOLA PODSTAWOWA NR. 12, GDYNIA)

06/10/2019–12/10/2019

LESSON

THE TRASH THAT WE MAKE EVERY DAY

Teacher – Kasjana Skulina

Time – 45 minutes

Level – intermediate

Objectives and goals: Developing waste management, segregation and harmful effects on the environment during social activities among students

Outcomes: The students can name the material from which the waste is made, segregates waste into appropriate containers, knows that human activities have a specific impact on the environment.

Languge skills: Speaking in front of the class, discussing topics in groups, answering questions, expressing opinions, agreeing, disagreeing

Required materials and equipment: Computer and projector, handouts

Teacher's own materials: worksheet, pictures, earth day crossword, earth day wordsearch.

Cross curricular element: biology, chemistry

Student grouping: whole group – 12 students, small groups

BACK NEXT

MOBILITY IN POLAND

(SZKOLA PODSTAWOWA NR. 12, GDYNIA)

06/10/2019–12/10/2019

Outline

1) Introduction

The teacher welcomes the students and says that today we will be talking about waste. Asks students what they think waste is? What do they associate the word with?

The teacher asks students to write what comes to their minds on small cards and stuck the notes to the board on which the word WASTE is written. The teacher reads and organizes what the students have written.

10 minutes

2) The teacher divides the students into groups and invites them to the selected table.

There are tasks to be done at the tables for students. Teacher explains what to do at each table. After completing the task students move to another table (after about 5 minutes).

- Table 1 – Arranging pictures from parts and choosing signatures - the name of the material from which the stuck waste is made.
- Table 2 – Ecological wordsearch.
- Table 3 – Comparing two images – finding 5 differences
- Table 4 – Ecological crossword.
- Table 5 – Assignment of waste to appropriate containers.
- Table 6 – Marking hazardous waste.

3) After passing and completing work at all tables, the students speak in turns, e.g. which task was the most interesting and what they have learnt.

Download Files
Earth_day_word_search
Circle
Match_the
Img
Circle_the_dangerous_waste

Back to Lessons list

BACK