



## CLIL LESSON PLAN. ECOSYSTEMS-TEACHERS' NOTES

## UNIT 4: LET'S SAVE OUR PLANET!– LESSONS 9, 10, 11 and 12.

**DESCRIPTION:** The present unit is intended to make students aware of the environmental problems the world has nowadays. And to make them reflect upon the fact that if we do not try to change things, the ecosystems are in absolute danger. So, by means of motivating activities and group work, children will learn some important aspects to take into consideration in order to “save the planet”.

TEACHING-LEARNING ACTIVITIES	Instruments for ASSESSMENT
<p>■ <b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>- <b>Warm up:</b> What makes the Earth a <b>good / bad</b> place to live in? Brainstorm the things that make the Earth a good and a bad place to live in. Prompt with the flashcard images. (slides 2 to 3) + flashcards</li> <li>- <b>Checking knowledge:</b> The teacher asks them to continue with the KWL chart (what do I know? What do I want to know? What did I learn?).</li> <li>- <b>ICT game:</b> The children have to play an on-line game (<a href="http://www.britishcouncil.org/kids-games-green.htm">http://www.britishcouncil.org/kids-games-green.htm</a>) in order to become aware of the importance of recycling and the ease with which we can do it.</li> <li>- <b>Group work:</b> Students will find some words on a piece of paper. They have to read them and match them with their right meaning.</li> </ul> <p>■ <b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>- <b>Starting routine:</b> Memory game. Can they match the flashcards with the names?</li> <li>- <b>Whole class:</b> Caring for the environment (slide 8)</li> <li>- <b>Peer work:</b> how green are you? They complete a survey about themselves. Then, they choose a partner and ask him or her the questions. Finally, all groups discuss the results with the teacher.</li> <li>- <b>Group work:</b> Children have to put into 2 columns (DO or DON'Ts) several statements about things they should or shouldn't do if they are to protect the environment.</li> </ul> <p>■ <b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li>- <b>ICT game:</b> Children have to play an on-line game <a href="http://www.britishcouncil.org/kids-games-word2word5-environment.htm">http://www.britishcouncil.org/kids-games-word2word5-environment.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>▶ Monitoring and checking group and individual activities.</li> <li>▶ Can sing a song</li> <li>▶ Can speak with his / her partner</li> <li>▶ Can participate in the activities</li> <li>▶ Can complete some information</li> <li>▶ Makes hypotheses</li> <li>▶ Can make a poster</li> <li>▶ Completes a survey</li> </ul>
	<p><b>SCAFFOLDING TIPS</b></p> <p><u>LANGUAGE FOR THE TEACHER:</u></p> <ul style="list-style-type: none"> <li>☞ <i>Settle down quick please, let's get started.</i></li> <li>☞ <i>Let's just recap on what we did the other day.</i></li> <li>☞ <i>What do you know about...?</i></li> <li>☞ <i>Can you tell me something about...?</i></li> <li>☞ <i>Read out loud</i></li> <li>☞ <i>Don't forget to write a note about the information your partner gives you.</i></li> </ul>



- They are asked to think about more tips. They speak up following a model (slide 10)
- **Group work:** Children will have to match some words related to the environment with their meaning. Then, all groups stop and all together write down the definitions on their notebooks.
- **Children are now introduced to what endangered and extinct species are (slides 11 to 13).** They complete a handout with information about three animals they already know and which are in danger.

- Find a partner to work with
- Is that clear?
- You've worked well today. Good.

#### LANGUAGE FOR THE LEARNER:

- I think \_\_\_\_\_ is GOOD/BAD for the Earth.
- I don't think so, because...
- I don't know...
- Can you help us?

#### **RESOURCES**

- Worksheets.
- Chalk and board.
- Computer and OHP.
- ICT room
- white paper/ coloured paper, pencils/ pens , scissors and glue (poster)

#### **Lesson 4:**

- **Warm up:** They listen to the song 'It's up to me and you!' There, they find some useful tips to reflect upon. They sing the song and complete a task about it.

-**Survey (group work):** They are given a list, and in groups of 4 or 5 pupils, they have to look for places where energy is being wasted in their classroom. Then, all the class compares the results.

-**Group work:** They are given some time to write down several ideas in order to create a TV advertisement about 'how they can make a difference'. They have to think about very simple tips they have learnt during the lesson (do's and don'ts and so on). Then, they will have some time to rehearse. Then, they will record themselves by means of using a webcam and they will edit their advertisements using simple editing programmes such as *Windows Movie Maker*® or *Pinnacle Studio 10*®.

#### **Extra task for REINFORCEMENT and AMPLIFICATION**

#### **CONCLUSIONS**

- ☑ **On-line activities, excellent hand outs and ideas on:**
- <http://www.britishcouncil.org/kids-topics-environment.htm>
- [http://www.oxfam.org.uk/education/resources/climate\\_chaos/day\\_one/](http://www.oxfam.org.uk/education/resources/climate_chaos/day_one/)
- <http://www.teachingenglish.org.uk/download/kids/environment.pdf>

In this unit, children dealt with one of the most important element of the module: how animals live and how do they feed. The activities have been intended to help them activate their thinking, so they can guess the content by themselves. The use of some L1 vocabulary will be allowed in some activities in order to ease the comprehension of some of the content.