



CLIL
for YEC
Young European Citizens



Guide Addressed to Teachers on how to Use CLIL in Primary Schools for Innovative Activities on Cross-Curricular Topics

Volume 2 - Part 2

ENVIRONMENTAL EDUCATION LESSON PLAN PACKAGE

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An introduction to *CLIL4YEC* 18 Lesson Plans Package

The CLIL4YEC 18 Lesson Plan Package is divided into 3 modules, one for each cross-curricular area: Citizenship, Environmental and Financial Education. These modules are divided into 2 topics; that is, 2 lesson plans for each of the 3 age groups (younger, intermediate, and older group). Thus, every module comprises 6 lesson plans.

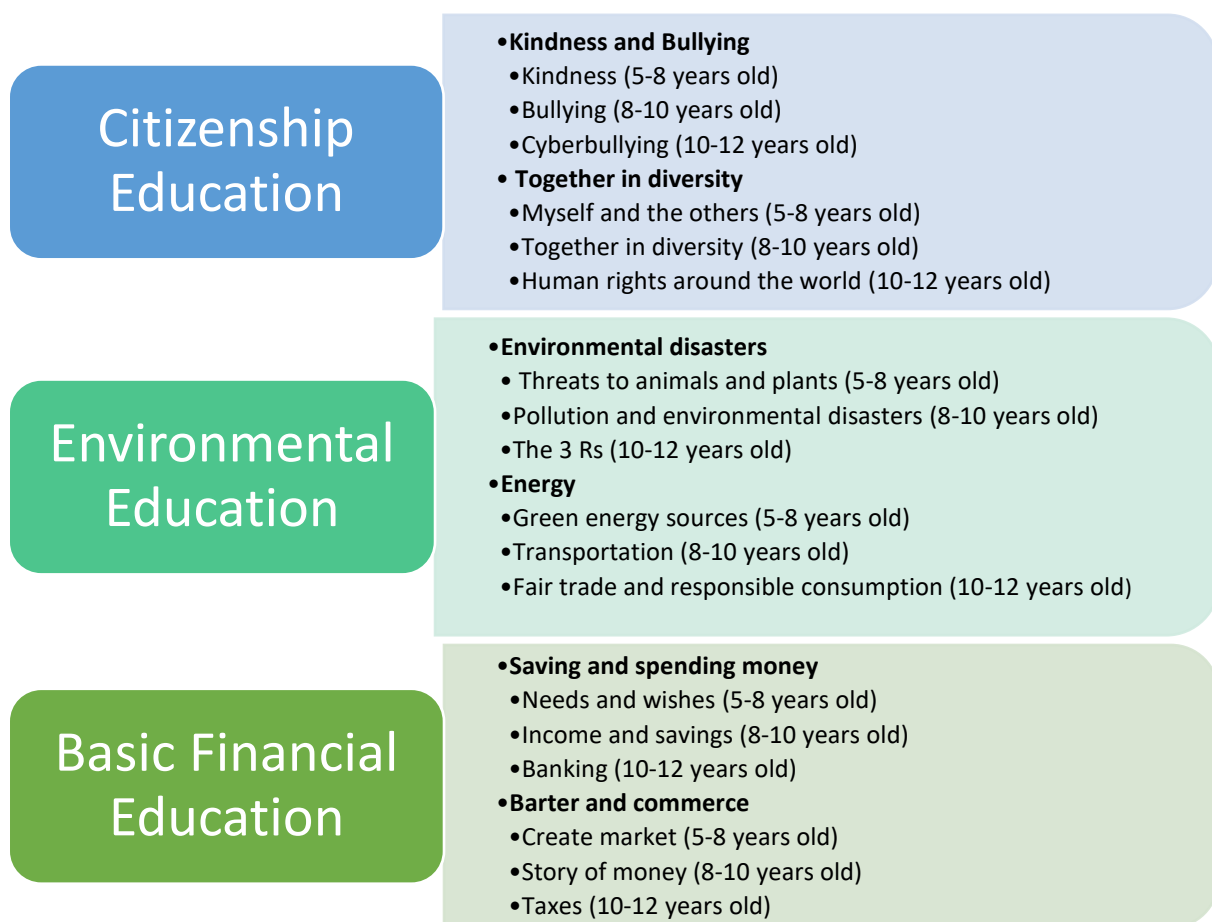


Figure 1 - CLIL4YEC Modules

Some practical considerations to bear in mind when performing the lesson plans:



Every lesson plan has been designed for a specific age group. You may, however, easily adapt all the lessons to the needs of both older and younger students, depending on their English level and their cognitive skills.



Each lesson plan is designed to be developed in two hours. However, the duration can be flexible according to the characteristics of each specific group.



The lesson plans suggest the use of modern Knowledge and Learning technologies since they include Virtual Exchanges and Open Educational Resources (OERs) previously developed in the project. Therefore, you may need a computer lab with access to the Internet or such resources in your classroom.



You will find Appendices for Lessons (worksheets, presentation materials, etc.) at the end of each of the lesson plans.

LESSON PLAN 7: Threats to animals and plants

This lesson plan has been designed for CLIL groups in Pre-primary and in the 1st and 2nd year of Primary Education, which means that students will be from 5 to 8 years old. The cross-curricular topic is Environmental Education, more precisely animals and plants. The whole project will be approximately 2 hours long, divided into sequenced tasks to be developed in different curricular subjects along three weeks.

Students at this level still need the teacher's guidance to work and they are becoming familiar with studying in English. Students can understand simple sentences and produce very simple utterances with help. Families' involvement is required.

CONTEXTUALISATION

Cross-curricular area	Topic / Subtopic (Lesson Plan 7)	Age																													
<table><tr><td>Citizenship Education</td><td></td></tr><tr><td>Environmental Education</td><td>✓</td></tr><tr><td>Basic Financial Education</td><td></td></tr></table>	Citizenship Education		Environmental Education	✓	Basic Financial Education		<p>Topic (tick one option):</p> <table><tr><td colspan="2">Environmental Disasters</td><td colspan="2">Energy</td></tr><tr><td>Threats to Animals and Plants</td><td>✓</td><td>Green energy</td><td></td></tr><tr><td>Pollution and environmental disasters</td><td></td><td>Transportation</td><td></td></tr><tr><td>The 3 Rs</td><td></td><td>Fair trade and responsible consumption</td><td></td></tr></table> <p>Subtopic Title (Lesson Plan 5):</p> <table><tr><td>Threats to animals and plants</td></tr></table>	Environmental Disasters		Energy		Threats to Animals and Plants	✓	Green energy		Pollution and environmental disasters		Transportation		The 3 Rs		Fair trade and responsible consumption		Threats to animals and plants	<table><tr><td>5-8 years old</td><td>✓</td></tr><tr><td>8-10 years old</td><td></td></tr><tr><td>10-12 years old</td><td></td></tr></table>	5-8 years old	✓	8-10 years old		10-12 years old	
Citizenship Education																															
Environmental Education	✓																														
Basic Financial Education																															
Environmental Disasters		Energy																													
Threats to Animals and Plants	✓	Green energy																													
Pollution and environmental disasters		Transportation																													
The 3 Rs		Fair trade and responsible consumption																													
Threats to animals and plants																															
5-8 years old	✓																														
8-10 years old																															
10-12 years old																															
What you need: materials and resources																															

Paper, pencils, computer, field notebook, mobile phone, internet connection.

Does it include a Virtual Exchange with another class?

Yes	
No	✓

Duration

For the development of this **mini-project**, you will need approximately 2 hours in class (and half an hour at home) divided into several tasks to be developed in different lessons over a period of 3 weeks.

Content subject(s)

Visual arts and crafts, Official language, English, Natural Science, Cross-curricular projects.

Introduction

This project has been designed to encourage environmental awareness, getting to know different local species (animals and plants) and the damages to them produced by air pollution. It should also help children find ways to contribute to create a healthier environment.

This will be carried out through a research-based perspective, encouraging active participation and **parents' involvement** throughout the process. At first by continuing the research on endangered animals and plants started at school, then helping their children taking active action in promoting the organization of the fundraising in order to buy trees. Finally, planting trees in the school garden or a nearby park during the celebration of the "Tree Day".

Parent's involvement will be really important in fostering values such as natural preservation and non-contamination.

Key competences

Communication in mother tongue	✓
Communication in foreign language	✓
Learning to learn	✓
Social and civic competence	✓

	Sense of initiative and entrepreneurship	✓	
	Cultural awareness and expression	✓	
	Digital competence	✓	
	Mathematical, scientific and technological	✓	

AIM OF THE LESSON

Prompt: What are the problems with our planet? How can we take care of animals and plants? What can we do in our everyday life to help the planet?

a) CONTENT: To increase children’s environmental awareness		
b) LANGUAGE AND COMMUNICATION:		
Vocabulary	Animals and plants (insect, ant, bee, caterpillar, worm, beetle, bird, butterfly, fly, spider, mosquito, grasshopper, grass, tree, bush, flower, fruit, ...) and vocabulary related to local flora and fauna. Adjectives: safe, unsafe.	
Skills	Listening	<ul style="list-style-type: none">- To follow instructions.- To understand simple videos.
	Speaking	<ul style="list-style-type: none">- To produce short sentences to describe animals (spoken production).- To communicate facts about local animals and plants. To talk about air pollution and how it affects nature and human beings (spoken interaction)
	Reading	<ul style="list-style-type: none">- To read simple sentences.
	Writing	<ul style="list-style-type: none">- To write and complete simple sentences.
	Mediation	<ul style="list-style-type: none">- To share opinions with peers and give feedback.
Function	Students name local animals and plants as well as some causes of air pollution.	
Communication	Discussion on how to solve a problem related to a threat in the community.	
c) COGNITION: <ul style="list-style-type: none">- Perception: Students identify animals and plants in their surroundings and represent them on paper.- Identify and classify natural and human causes of air pollution; identify animals and plants in danger.		
d) CULTURE: <ul style="list-style-type: none">- Students get to know animals and plants which live in their own and other people’s surroundings.- Students become aware that saving trees is important in every country.		

SEQUENCE OF STEPS


STEP 1: Warm-up (+/- 15 minutes) week 1	
Description	<p>Listening to the song: Save the Planet</p> <p>Save The Earth Song Saving Earth Promise Song Nursery Rhymes Songs for Kids OwlyBird</p> <p>This task is an introductory activity for the mini project that will help students focus on the topic. It aims to discuss why animals and plants are in danger.</p>
Procedure	<p>Discussion:</p> <p>Do you like this song? What are the problems with our planet?</p> <p><i>T: How can we take care of our animals and plants? Can we start getting to know what animals and plants live close to our school?</i></p> <p>Eliciting the topic:</p> <p>T gives a field notebook to each student. Explore at the playground.</p> <p><i>T: This is a field notebook. For our next class, we will go out to the playground, and you have to bring your notebooks. In the notebook, you can see different squares. In each square, you will have to draw a plant or animal that you can see. After that, in class, you will write the names next to the squares.</i></p>
Resources and materials	<p>Flashcards (insect, ant, bee, fly, spider, mosquito, grasshopper, grass, tree, bush, flower, fruit). (Appendix 1)</p> <p>Internet connection and video: Save The Earth Song Saving Earth Promise Song Nursery Rhymes Songs for Kids OwlyBird (Appendix 2)</p>
STEP 2: We are researchers (+/- 30 minutes) week 1	
Description	<p>Hands-on activity (whole group)</p> <p>This activity aims to get to know the different local species. To do so, students will take their field notebooks and draw different animals and plants that they can see in the playground (or a park near the school).</p> <p>After that, students will show their notebooks to their classmates and discuss differences/similarities.</p>
Procedure	<p><i>T: Today we are going out to the playground. Remember to take your notebooks. In the notebook, you can see different squares. In each square, you will have to draw a plant or an animal that you can see. After that, in class, you will write the names next to the square.</i></p>

	<p>T. writes on the blackboard some names of the animals and plants found in the garden.</p> <p><i>T: Have you finished?</i></p> <p><i>Now, you can show your field notebook to your classmates to see if you have the same animals and plants.</i></p> <p><i>What did you draw? What's this? Where did you find it? Can you name this animal? Are they all similar or different?</i></p>
Resources and materials	Field notebook, pencil, colour pencils, rubber.
STEP 3: The danger of air pollution week 2 (+/- 30 minutes)	
Description	<p>Once the students have drawn the animals and plants they found in the playground, the class watches the video:</p> <p>Air Pollution Video for Kids Causes, Effects & Solution</p>
Procedure	<p>T. asks, referring to the animals and plants found in the garden:</p> <p><i>T: Are these animals and plants safe?</i></p> <p><i>Is it possible that they suffer because of something?</i></p> <p><i>We are going to watch a video and we will learn about air pollution: a problem for animals, plants, and human beings.</i></p> <p><i>Sometimes air pollution is because of human actions.</i></p> <p><i>Let's watch the video, I will ask you some questions later!</i></p> <p>The class watches the video:</p> <p>Air Pollution Video for Kids Causes, Effects & Solution</p> <p>T. asks: <i>What is air pollution? What do you know about it?</i></p> <p>T. collects children's answers/suggestions on the blackboard (volcanoes, fires, dust storms, smoke from cars, smoke from buses, smoke from factories, smoke from chimneys, ...)</p> <p>T. asks: <i>Do all these examples depend on human beings?</i></p> <p>The class watches the video again and then, the T. places flashcards representing different causes of air pollution around the class, and a matching game starts.</p> <p>1 T. divides the class into two teams.</p> <p>2. Each team chooses one boy/girl for each turn.</p>

	<p>3. The two chosen children, one from each team, must pick up the cards and put them into two different baskets: one for human and one for natural causes.</p> <p>4. T. counts the cards and gives one point for each card put in the right basket</p> <p>5 Two different children play the game...</p>
Resources and materials	<p>Flashcards representing an example of air pollution (Appendix 3)</p> <p>Two baskets</p> <p>Internet connection: Air Pollution Video for Kids Causes, Effects & Solution</p>
STEP 4: We are researchers (at home)	
Description	At home, with the help of parents, children find examples of animals/plants in danger or damaged because of air pollution
Procedure	<p>T: <i>In the video we learned about air pollution.</i></p> <p><i>Can you name one animal or plant which is in danger because of air pollution?</i></p> <p>A discussion will be started about endangered species.</p> <p>T. explains that air pollution is a threat to the community.</p> <p>T: <i>Now, with the help of your parents, you can research one animal or one plant that suffers because of air pollution and draw it in your field notebook.</i></p>
Resources and materials	<p>Internet connection</p> <p>Letter to parents (Appendix 4)</p>
STEP 5: Solutions (+/- 15 minutes) week 3	
Description	<p>The next step consists in trying to find out possible solutions to the air pollution problem.</p> <p>T. proposes to organize an event “The tree day”, in which to plant some trees in the school garden (or in a park).</p>
Procedure	<p>Children are invited to share their ideas.</p> <p>T: <i>Do you remember the song? And the video? What can we do in our everyday life to help the planet?</i></p> <p>The teacher listens to their ideas and writes/draws them on the blackboard.</p> <p>The children copy/draw them on their notebook; if none of the children says “We can plant more trees!”, the teacher suggests this proposal.</p>

	<p>Then, he/she proposes to organize an event “The tree day”, in which to plant some trees in the school garden (or in a park).</p> <p><i>T: Shall we plant some more trees in our garden? Is it a good idea?</i></p> <p><i>What can we do? Who can help us?</i></p> <p><i>We can organize “The tree day” an event to plant trees in our garden and ask your parents to help raise a fund for it.</i></p> <p><i>We need a slogan for fundraising!</i></p>
Resources and materials	Pens, crayons ...
STEP 6: Slogan (+/- 30 minutes) week 3	
Description	Pupils create a slogan for a fundraising to have money to buy the trees. Some slogans are given as examples.
Procedure	<p>T. invites the pupils to suggest words and pictures in order to create a slogan for the fund raising.</p> <p><i>T: Do you remember “The Tree Day?” Let’s choose a slogan!</i></p> <p>The T. writes some examples on the board:</p> <p>“Pollution free you'll be ...just planting a tree”</p> <p>“Please a hand for a green land”</p> <p>“Plant green trees and you’ll be pollution free”</p> <p>“A green tree today and pollution goes away”</p> <p>“Plant trees and you’ll help bees”</p> <p>“Be the first to plant a tree”</p> <p>“A tree for me, for you and for animals, too.”</p> <p>With younger students, the teacher presents some flashcards in order to help them familiarise with some key words. Then s/he asks to group the words according to their rhyming sounds (bee, tree, free; today, away; land, hand...)</p> <p>Then children are invited to complete some sentences using given words or flashcards (Appendix 5)</p> <p>Bank word:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>tree bee free hand land</p> </div> <p>Pollution free, just planting a...</p>

	<p>Please a hand for a green...</p> <p>Plant green trees and you'll be pollution ...</p> <p>Plant trees and you'll help ...</p> <p>Children then vote for their favourite slogan; then they copy the chosen one on their notebook. The teacher can prepare either a paper version or an e-flyer (using an app such as 'Canva') and make some copies for pupils to distribute among their friends and relatives in order to raise money to buy the trees.</p>
Resources and materials	<p>Internet connection and an app for the e-flyer:</p> <p>https://www.canva.com/design/DAEVuKXISTQ/share/preview?token=uC4trKXCc9APEnQzzJkR7Q&role=EDITOR&utm_content=DAEVuKXISTQ&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton</p> <p>Paper</p> <p>Flashcards (Appendix 5)</p>
STEP 7: Distribution of slogan cards and collecting fund (At home)	
Description	<p>Children take home the slogan cards / flyers and with their parents distribute them to their relatives, friends, neighbours in order to collect the funds to buy the trees to plant in the school garden or in a nearby park.</p> <p>Then, they collect the funds and provide the trees to be planted on the chosen day (possibly the 21st of November, which is the 'International tree day')</p>
Procedure	<p>They can walk and leave the flyers to the tree fundraising or send e-flyers by emails. Then, some volunteers among the parents will collect the funds and buy the trees to plant.</p>
Resources and materials	<p>Slogan cards, funds, trees, email, e-flyers</p> <p>Letter to parents (Appendix 6)</p>
STEP 8: Final event - Local tree day (+/- 30 minutes) week 4	
Description	<p>To held the event "The tree day" to plant some trees in the school garden (or in a park)</p>
Procedure	<p>T. proposes to organize an event "The tree day", in order to plant some trees in the school garden (or in a park).</p>

	<p>T. and pupils invite parents and other people from the community to take part in the event.</p> <p>The children start the EVENT singing: Let's plant a tree together</p> <p>🌲🌳🌴 Let's go plant a tree! 🌲 Planting Song 🌍 Earth Day Song for Children HiDino Kids Songs</p> <p>Then, the trees are put in the holes (already made)</p> <p>Pupils take care of their new friends every day.</p>
Resources and materials	<p>Trees, bucket, spade, water, soil, ... mobile phone, photos, videos</p> <p>Example of e-flyer in 'Canva'</p> <p>https://www.canva.com/design/DAEWkQfd_nA/fJZWxvDT_C-A_LqaFGIAIQ/edit# (Appendix 7)</p>  <p>Letter to parents and stakeholders (Appendix 8)</p>

Some suggestions for fast finishers and remedial students.

Fast finishers can create a personalized invitation to the event for the headteacher using <https://www.canva.com/>

Remedial students can draw less animals in their field notebook and will get the teacher's support if needed.

ASSESSMENT




Different assessment tools have been designed for this lesson plan:

- **A rubric for the teacher.**

	0	5	10
STEP 1: WARM-UP	No participation or interest in the topic.	Little participation.	Active participation in the discussion, showing interest in the topic.
STEP 2: WE ARE RESEARCHERS	Does not draw any picture. Little participation when sharing ideas about the animals and plants of the pictures.	Draws pictures about animals and plants that can be found in the playground. Participates in the discussion using the mother tongue.	Draws local animals and plants from the playground. Active participation trying to use the foreign language when discussing.
STEP 3: THE DANGER OF AIR POLLUTION	Does not draw any wild animal or plant from the region.	Only draws some animals from the region but does not know important facts about them.	Draws animals and plants from the region and knows some facts about them.
STEP 4: WE ARE RESEARCHERS AT HOME	Does not do any research at home.	Does little research at home	Does much research at home on endangered and invasive species and draws them on the field book
STEP 5: SOLUTIONS	No participation or interest in finding solutions.	Little participation when discussing and finding solutions	Active participation in the discussion of their peers' solutions, showing interest in the topic.
STEP 6: SLOGAN	No participation or interest in choosing a slogan.	Little participation in choosing a slogan.	Active participation in choosing a slogan.

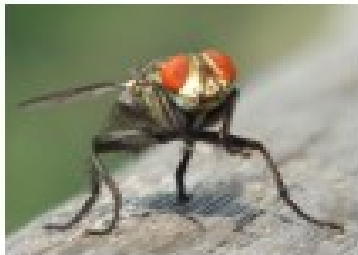
STEP 7: FINAL EVENT	No participation or interest in the final event	Little participation in the final event.	Active participation in the final event.
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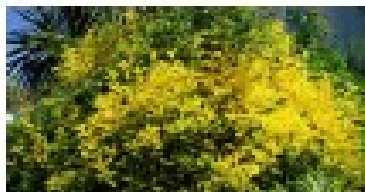
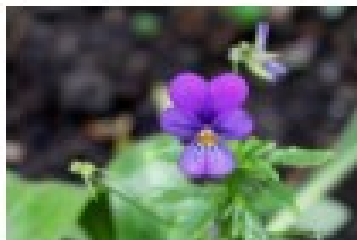
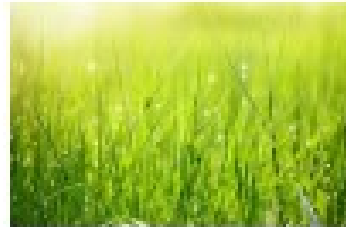
- Can-do statement rubric for students (for self-assessment and peer-assessment).

I CAN.....			
Name local animals			
Name local plants			
Identify and draw species in danger			
Understand a short video			
Sing a song			
Understand and produce simple sentences			
Create a slogan			
Share an idea/opinion			

APPENDICES

Appendix 1: Flashcards 'Animals and Plants around us'





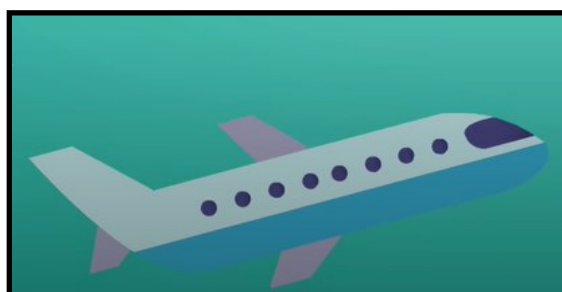
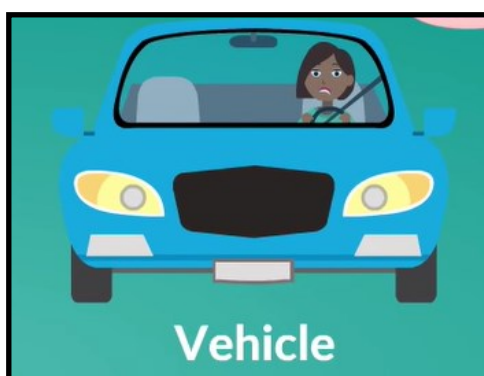
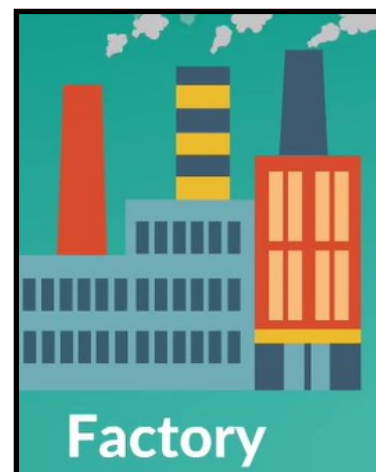
Appendix 2: My field notebook

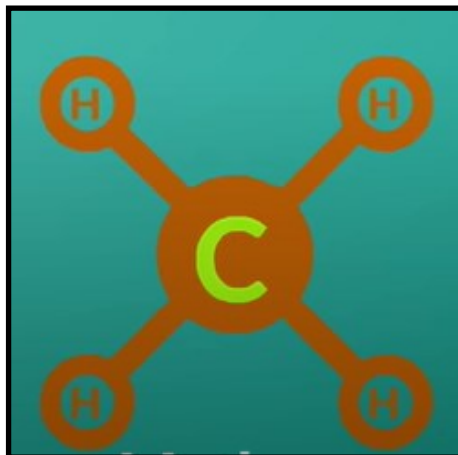
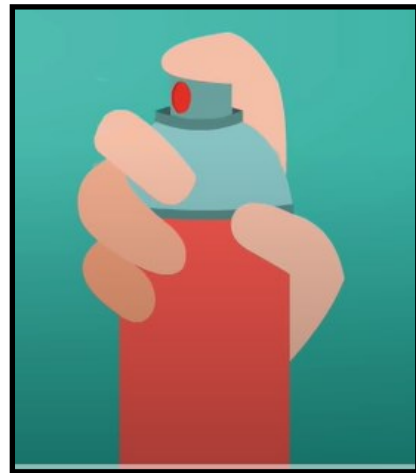
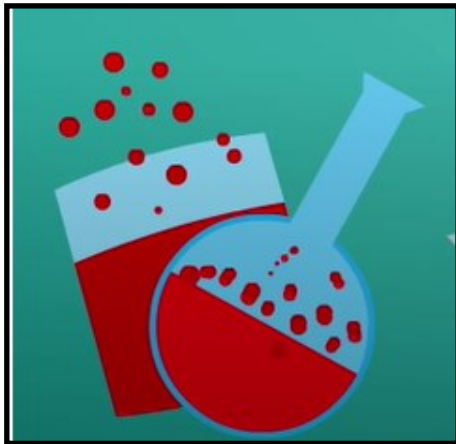
My field notebook

<hr/>	<hr/>
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Appendix 3: Flashcards 'Air pollution'





Appendix 4: 1st Letter to families

English version



THE NAME OF THE SCHOOL:
IDENTIFICATION OF THE TEACHER:
SUBJECT OF THE LETTER:
DATE:

Dear families:

We are doing a mini project about the possible dangers of air pollution to animals and plants.

We have been looking at the different species that live in our playground and drawing them in our field notebook.

Now we need your help to keep learning. We would like you help your children to:

- **find out some animals or plants from the region** (or from the world) that are in danger because of air pollution.
- help your children to **draw them in their field notebook**.

Thank you!

Spanish version



NOMBRE DEL CENTRO:

NOMBRE DEL DOCENTE:

ASUNTO:

FECHA:

--	--

Queridas familias:

Estamos haciendo un mini proyecto sobre los posibles peligros de la contaminación del aire para animales y plantas.

Hemos estado mirando las diferentes especies que viven en nuestro patio de recreo y dibujándolas en nuestro cuaderno de campo.

Ahora necesitamos tu ayuda para seguir aprendiendo. Nos gustaría que ayudaras a tus hijos a:

- averiguar algunos animales o plantas de la región (o del mundo) que están en peligro debido a la contaminación del aire.
- ayude a sus hijos a dibujarlos en su cuaderno de campo.

¡Gracias!

Portuguese version



NOME DA ESCOLA:

IDENTIFICAÇÃO DA PROFESSORA:

ASSUNTO DA CARTA:

DATA:

Caros pais/encarregados de educação,

Estamos a desenvolver um pequeno projeto sobre os perigos potenciais da poluição atmosférica para animais e plantas. Analisámos diversas espécies que vivem no recreio da escola e desenhámo-las nos nossos cadernos de campo.

Precisamos da vossa ajuda para dar continuidade a estas aprendizagens. Pedimos-vos que auxiliem os vossos educandos nas seguintes tarefas:

- **Identificar animais ou plantas da região** (ou do mundo) que estejam sob ameaça da poluição atmosférica.
- Ajudar o(a) seu/sua educando(a) a **desenhar essas espécies nos seus cadernos de campo**.

Muito obrigado!

■ Romanian version



ȘCOALA:

PROFESOR:

SUBIECTUL SCRISORII:

DATA:

Dragi părinți,

Lucrăm la realizarea unui proiect despre posibilele efecte negative pe care le poate avea poluarea aerului asupra plantelor și animalelor. Am observat diferitele specii care trăiesc în locurile noastre de joacă și le-am desenat în ***Caietul de observații***.

Acum avem nevoie de ajutorul dvs. pentru a continua să învățăm. Am dori să-l ajutați pe copilul dvs. să:

- Găsească niște animale sau plante specifice regiunii noastre (sau din lumea întreagă) care sunt în pericol din cauza poluării aerului;
- Îl ajutați pe copil să le deseneze în ***Caietul de observații***.

Vă mulțumim!

■ Italian version



IL NOME DELLA SCUOLA:

IDENTIFICAZIONE DELL'INSEGNANTE:

OGGETTO DELLA LETTERA:

DATA:

Cari genitori,

stiamo lavorando a un progetto sui possibili **effetti negativi dell'inquinamento atmosferico su piante e animali**. Abbiamo osservato le diverse specie che vivono nel nostro parco giochi e le abbiamo disegnate nel foglio di osservazione.

Ora abbiamo bisogno del vostro aiuto per continuare a imparare.

Avremmo piacere che aiutaste la/il vostra/o figlia/o a...:

- trovare alcuni animali o piante specifici della nostra regione (o del mondo) che sono a rischio a causa dell'inquinamento atmosferico;
- a disegnarli nel libretto delle osservazioni.

Grazie!

[Nome dell'insegnante]

Appendix 5: Slogan (example)



**Pollution free you'll
be ...
just planting a tree!**

**IT'S UP TO YOU!
SUPPORT OUR FUNDRAISING
PLEASE CALL 12345678**

primary school Pontenlo

SLOGAN FLASHCARDS



Appendix 6: 2nd Letter to families

English version



THE NAME OF THE SCHOOL
IDENTIFICATION OF THE TEACHER:
SUBJECT OF THE LETTER:
DATE:

Dear families:

We are going on with our mini project about the possible dangers of air pollution to animals and plants. We decided to create an event, the TREE DAY, and we created a slogan to promote a fundraising to obtain the money to buy the trees we'd like to plant in our garden during the event.

Now we need your help to:

- distribute the slogans to other families/friends/stakeholders by mail
- organize the fundraising and buy the trees We are planning the event by the end of next month.

Thank you very much for your help!

Spanish version



NOMBRE DEL CENTRO:

NOMBRE DEL DOCENTE:

ASUNTO:

FECHA:

Queridas familias:

Continuamos con nuestro mini proyecto sobre los posibles peligros de la contaminación del aire para animales y plantas. Decidimos crear un evento, el DÍA DEL ÁRBOL, y creamos un eslogan para promover una recaudación de fondos para obtener el dinero para comprar los árboles que nos gustaría plantar en nuestro jardín durante el evento.

Ahora necesitamos tu ayuda para:

- **distribuir los eslóganes a otras familias/amigos/partes interesadas por correo**
- **organizar la recaudación de fondos y comprar los árboles Estamos planeando el evento para fines del próximo mes.**

¡Muchas gracias por su ayuda!

Portuguese version



NOME DA ESCOLA:

IDENTIFICAÇÃO DA PROFESSORA:

ASSUNTO DA CARTA:

DATA:

Caros pais/encarregados de educação,

Estamos a dar continuidade ao nosso pequeno projeto sobre os perigos potenciais da poluição atmosférica sobre animais e plantas. Decidimos criar um evento, o DIA DA ÁRVORE, para o qual criámos um *slogan* ou lema para promover uma angariação de fundos para comprar árvores que gostaríamos de plantar no nosso jardim durante o evento.

Precisamos da vossa ajuda para o seguinte:

- **Divulgar o slogan a outras famílias/ amigos/ potenciais entidades interessadas por *mail*.**
- **Organizar a angariação de fundos e comprar as árvores.**

O evento deverá ter lugar no final do próximo mês.

Muito obrigado pela vossa preciosa ajuda!

■ Romanian version



ȘCOALA:

PROFESOR:

SUBIECTUL SCRISORII:

DATA:

Dragi părinți,

Continuăm mini proiectul nostru despre posibilele efecte negative pe care le poate avea poluarea aerului asupra plantelor și animalelor. Ne-am hotărât să realizăm un eveniment, TREEE DAY, și am compus un slogan să putem strânge fonduri pentru a cumpăra copacii pe care dorim să-l plantăm în grădina școlii noastre, în timpul acestui eveniment.

Acum avem nevoie de ajutorul dvs. să:

- Distribuim sloganul pe e-mail către alte familii/ prieteni, oficialități
- Organizăm strângerea de fonduri și să cumpărăm copacii.

Evenimentul va avea loc până la sfârșitul lunii viitoare.

Vă mulțumim!

Italian version



IL NOME DELLA SCUOLA:

IDENTIFICAZIONE DELL'INSEGNANTE:

OGGETTO DELLA LETTERA:

DATA:

Care famiglie,

stiamo portando avanti il nostro mini-progetto sui possibili pericoli dell'inquinamento atmosferico per animali e piante.

Abbiamo deciso di creare un evento, il **GIORNO DELL'ALBERO**, e abbiamo creato uno slogan per promuovere una raccolta di fondi per ottenere i soldi per comprare gli alberi che vorremmo piantare nel nostro giardino durante l'evento.

Ora abbiamo bisogno del vostro aiuto per:

- distribuire gli slogan ad altre famiglie/amici/soci per posta
- organizzare la raccolta fondi e acquistare gli alberi.

Stiamo pianificando l'evento per la fine del prossimo mese.

Grazie mille per il vostro aiuto!

[Nome dell'insegnante]

Appendix 7: Example of e-flyer

https://www.canva.com/design/DAEWkQfd_nA/fJZWxvDT_C-A_LqaFGIAIQ/edit#



Appendix 8: 3rd Letter to families

English version



THE NAME OF THE SCHOOL:
IDENTIFICATION OF THE TEACHER:
SUBJECT OF THE LETTER:
DATE:

Dear families,

We are grateful for your help and support during this project. You should be very proud of your child. They are now real green superheros! Since you have helped us teachers create a new generation of active citizens, you too are superheroes.

We would like to invite you to our award ceremony where you and your child will receive a Green Superhero CLIL for YEC certificate for your contribution for making this a better and greener world. The presentation of the award will be held during our event 'The tree day'.

Thank you for your help and for being a superhero family, too!!!

Spanish version



NOMBRE DEL CENTRO:

NOMBRE DEL DOCENTE:

ASUNTO:

FECHA:

Estimadas familias,

Agradecemos su ayuda y apoyo durante este proyecto. Deben estar muy orgullosos de sus hijos. ¡Son verdaderos superhéroes del medioambiente! Como nos han ayudado a los docentes a crear una nueva generación de ciudadanos activos, ustedes también son superhéroes.

Nos gustaría invitarles a nuestra ceremonia de entrega de galardones donde usted y su hijo recibirán un certificado CLIL for YEC de Superhéroe Verde por su contribución para hacer de este un mundo mejor y más ecológico. La entrega del premio se realizará durante nuestro evento "El día del árbol".

¡¡¡Gracias por su ayuda y por ser una familia de superhéroes también!!!

Portuguese version



NOME DA ESCOLA:

IDENTIFICAÇÃO DA PROFESSORA:

ASSUNTO DA CARTA:

DATA:

Caros pais/encarregados de educação,

Desde já agradecemos todo o apoio que têm dado a este projeto.

Devem sentir-se orgulhosos dos vossos educandos.

Eles são verdadeiro(a)s heróis e heroínas verdes!

Ao ajudarem-nos, a nós professores, a criar uma nova geração de cidadãos ativos, também os pais e encarregados de educação se tornam super-heróis e heroínas.

Gostaríamos de vos convidar para a nossa cerimónia de entrega de prémios onde, em conjunto com os vossos educandos, receberão um certificado CLIL for YEC para Super-heróis e Heroínas Verdes pelo vosso contributo para tornar o nosso mundo melhor e mais verde. A entrega dos prémios terá lugar durante o nosso evento “O dia da árvore”.

Muito obrigado pela vossa colaboração e por serem famílias de super-heróis e heroínas!!!

■ Romanian version

**ȘCOALA:****PROFESOR:****SUBIECTUL SCRISORII:****DATA:**

Dragi părinți,

Vă suntem recunoscători pentru sprijinul acordat în realizarea acestui proiect.

Ar trebui să fiți foarte mândru de copilul dvs.

El/Ea este acum un supererou verde!

Pentru că dvs, ne-ați ajutat, pe noi, profesorii, să formăm o nouă generație de cetățeni activi, și dvs. sunteți niște supereroi.

Dorim să vă invităm la ceremonia de acordare a certificatelor *Green Superhero CLIL for YEC*, pe care le veți primi pentru contribuția dvs. la acțiunea de a face lumea în care trăim mai verde și mai bună.

Acordarea certificatelor va avea loc în timpul evenimentului nostru TREE DAY.

Vă mulțumim pentru ajutor și pentru faptul că sunteți niște supereroi!!

Italian version



IL NOME DELLA SCUOLA:

IDENTIFICAZIONE DELL'INSEGNANTE:

OGGETTO DELLA LETTERA:

DATA:

Care famiglie,

vi siamo grati per il vostro aiuto e il vostro sostegno durante questo progetto.

Dovreste essere molto orgogliosi delle/dei vostre/i figlie/i: ora sono dei veri supereroi verdi! Poiché avete aiutato noi insegnanti a creare una nuova generazione di cittadini attivi, anche voi siete dei **supereroi**.

Vorremmo invitarvi alla nostra cerimonia di premiazione in cui voi e le/i vostre/i figlie/i riceverete un **certificato di Green Superhero CLIL for YEC** per il vostro contributo a rendere questo mondo migliore e più verde. La consegna del premio avverrà durante il nostro evento "**La giornata dell'albero**".

Grazie per il vostro aiuto e per essere anche voi una famiglia di supereroi!!!

[Nome dell'insegnante]

LESSON PLAN 8: Pollution and environmental disasters

CONTEXTUALISATION

Cross-curricular area	Topic / Subtopic (Lesson Plan 8)	Age																					
<table border="1"> <tr> <td>Citizenship Education</td><td></td></tr> <tr> <td>Environmental Education</td><td>✓</td></tr> <tr> <td>Basic Financial Education</td><td></td></tr> </table>	Citizenship Education		Environmental Education	✓	Basic Financial Education		<p>Topic (tick one option):</p> <table border="1"> <tr> <td>Environmental disasters</td><td>Energy</td></tr> <tr> <td>Threats to animals and plants</td><td>Green Energy</td></tr> <tr> <td>Pollution and environmental disasters</td><td>Transportation ✓</td></tr> <tr> <td>The three Rs</td><td>Fair trade and responsible consumption</td></tr> </table> <p>Subtopic Title (Lesson Plan 8):</p> <table border="1"> <tr> <td>Oceans and Plastic Pollution</td></tr> </table>	Environmental disasters	Energy	Threats to animals and plants	Green Energy	Pollution and environmental disasters	Transportation ✓	The three Rs	Fair trade and responsible consumption	Oceans and Plastic Pollution	<table border="1"> <tr> <td>5-8 years old</td><td></td></tr> <tr> <td>8-10 years old</td><td>✓</td></tr> <tr> <td>10-12 years old</td><td></td></tr> </table>	5-8 years old		8-10 years old	✓	10-12 years old	
Citizenship Education																							
Environmental Education	✓																						
Basic Financial Education																							
Environmental disasters	Energy																						
Threats to animals and plants	Green Energy																						
Pollution and environmental disasters	Transportation ✓																						
The three Rs	Fair trade and responsible consumption																						
Oceans and Plastic Pollution																							
5-8 years old																							
8-10 years old	✓																						
10-12 years old																							
<p>What you need: Materials</p> <p>Handouts, images, roleplay situations and cards, facts sheet and poster, <u>'The last straw?' scenario and set of statements</u>, diary (<u>My Plastic Diary</u>), <u>What can be done? activity sheet</u>, <u>teacher handbook</u>, envelopes, colouring pencils, crayons, felt-tip pens, sheets of paper, scissors, glue, pencils, examples of single use plastics, examples of recyclable plastics (polyethylene terephthalate PET), webcam, portable computer, cell phone for taking pictures.</p> <p>The underlined materials can be found at this address:</p> <p>https://www.wwf.org.uk/get-involved/schools/oceans-and-plastics#resources</p>																							
<p>Does it include a Virtual Exchange with another class?</p>																							

Yes	✓	
No		

Duration

For the development of this project, you will need approximately 2 hours in class (and 1 hour at home) divided in several tasks to be developed in different lessons over a period of 4 weeks. There is a virtual exchange included in the lesson plan.

Content subject(s)

Subject areas: Natural science, English, Maths.

Cross curricular areas: Environmental education, Citizenship education, Personal development.

Introduction

This lesson plan has been designed to encourage education on environmental disasters and citizenship values through different group activities using project-based learning, CLIL learning and virtual exchanges with international students from different home countries. The aim is to raise awareness in students about environmental issues such as pollution in the oceans, seas, lakes and rivers and share personal experiences related to these topics. It will promote good behaviour in a multicultural context where unity in diversity is valued.

Relying on a project-based approach, it aims to provide pupils with the opportunity to investigate and study their findings in a scientific and empirical perspective. Students will also have the opportunity to think globally and contribute to the community's development. This will be carried out through an intercultural perspective, encouraging active participation and parents' involvement throughout the process, bringing the opportunity to learn from other cultures, and foster values such as sustainability, solidarity, empathy and personal responsibility.

Key competences

Communication in mother tongue	✓
Communication in foreign language	✓
Learning to learn	✓
Social and civic competence	✓

Sense of initiative and entrepreneurship	✓	
Cultural awareness and expression	✓	
Digital competence	✓	
Mathematical, scientific and technological	✓	

AIM OF THE LESSON

Prompts: Why do the oceans matter? What happens if we overfish or pollute the oceans?

a) CONTENT: To learn and understand about caring for our oceans and seas, reducing or eliminating pollution and single-use plastics.		
b) LANGUAGE & COMMUNICATION		
Vocabulary	Oceans, wildlife, plastic pollution, numbers and percentages.	
Skills	Listening	<ul style="list-style-type: none">- To listen to teacher instructions, explanations and questions.- To listen to classmates during group discussions and to students from another school (possibly from another country) during the virtual exchange.
	Speaking (Spoken production Spoken interaction)	<ul style="list-style-type: none">- Spoken production: To communicate and compare facts about their own experiences and habits (my plastic diary) with classmates. To explain a display (hands up for change display) and compare their findings from their plastic diaries with students from a different school during the virtual exchange.- Spoken interaction: To discuss in groups about the topic (brainstorming, photo activity, construct a timeline).
	Reading	<ul style="list-style-type: none">- To read simple texts about the oceans (fact sheet) and plastic pollution (timeline).
	Writing	<ul style="list-style-type: none">- To fill in forms with words and short phrases (my plastic diary) and write simple sentences (What can be done? worksheet, Hands Up for Change display).
	Mediation	<ul style="list-style-type: none">- To share their work with other peers and give feedback. To negotiate and reach an agreement about a problem in their community.
Function	To express opinions and findings, to create a timeline, to keep a diary, to discuss ideas in groups and reach a consensus about a problem.	
Communication	To share their opinions and findings on the topic with others.	
c) COGNITION		
<ul style="list-style-type: none">- To know about local, community and global environmental problems.- To develop skills for critical inquiry and analysis.- To understand issues affecting the environment and waters.		

d) CULTURE:

- To become aware of their own habits.
- To take part in a virtual exchange in order to become familiar with other experiences and habits using a multicultural approach.
- To appreciate and respect differences and diversity between different cultures.

SEQUENCE OF STEPS

STEP 1: Warm-up and brainstorming activity (+/- 20 minutes) week 1	
Description	Students have a short discussion about the theme of the lesson plan and then brainstorm ideas.
Procedure	<p>1) The teacher establishes the driving questions for this lesson plan:</p> <ul style="list-style-type: none"> • Why do the oceans matter? • What happens if we overfish or pollute the oceans? • What can we do as individuals, at our community level and at world level to keep our oceans free of plastic pollution? <p>A short discussion follows but students are not expected to fully answer these questions yet. Hopefully by the end of the lesson plan they will be able to.</p> <p>2) Students speak in groups about what they already know and what they would like to find out about the oceans. They write down their main ideas and then share with the rest of the class.</p>
Resources and materials	Paper and pencils.
STEP 2: Photo activity (+/- 20 minutes) week 1	
Description	Students read and then discuss facts about the ocean in order to realize its importance in our lives. Then they look at and talk about photos (see Appendix 1) showing how pollution affects the ocean and wildlife.
Procedure	The teacher divides the class into groups and hands out the 'Why do the oceans matter?' factsheet (Appendix 2). The teacher explains the meaning of each fact with the help of the students. After that, the groups discuss and choose the five most interesting facts for them and then share their ideas with the rest of the class.

	<p>The teacher can ask: <i>Were there any facts that surprised you? How easy was it to agree on just five facts?</i></p> <p>Then the teacher hands out a different photo to each group. The students choose the sentences from the fact sheet that they think go well with their photo. Afterwards, each group explains why they choose a particular fact for their picture.</p>
Resources and materials	<p>Photos related to ocean pollution (Appendix 1)</p> <p>'Why do the oceans matter?' Fact sheet (Appendix 2)</p>
STEP 3: Construct a timeline (+/- 10 minutes) week 2	
Description	Students piece together a timeline which illustrates how the use of plastic has a negative impact on the oceans, seas, lakes and rivers.
Procedure	<p>The teacher hands out an envelope to each group. On the outside of the envelope is 'The last straw?' scenario and on the inside, there is a set of statements (Appendix 3). In groups, students put the statements in order to answer the scenario question and to construct a timeline (Appendix 4). The teacher can ask a group to read their answers so the others can check to see if they agree.</p> <p>This leads to an activity the students can do in Art class, but you will need extra time to do it. Pupils form groups and choose a part of the story from the timeline to illustrate. Later they will put their illustrations together to form a comic strip. These comic strips can be done on an A3 paper and, then, put on the classroom wall. Later on, they may use it to tell the story to other classes to continue the project.</p>
Resources and materials	<p>Envelopes, colouring pencils, crayons, felt pens, sheets of paper, scissors, glue for art class.</p> <p>'The last straw?' scenario and set of statements for constructing the timeline (Appendix 3)</p> <p>'The last straw' timeline (Appendix 4)</p>
STEP 4: My plastic diary (to do at home) Set task and explanation +/- 10 minutes week 2	
Compare findings +/- 10 minutes week 3	
Description	Students will keep a 'plastic diary' recording how much single-use plastic they use during the week. To get families involved, they can ask for parents' help to keep track of the amount of plastic the whole family uses in a week (Letter for the families, Appendix 5).

Procedure	<p>Week 2: Explain to students that tons of plastic goes into making items that we use once for just a few minutes and then throw away. These single use plastics can last for hundreds of years.</p> <p>Hand out 'My plastic diary' worksheet (Appendix 6) and show the students some examples of single-use plastics. Students will fill in their diaries at home for homework and should bring the results next week.</p> <p>Week 3: In groups, pupils compare their diaries to answer the question: 'How much single-use plastic did you use over a week?'</p> <p>The teacher can ask the following questions: <i>How long do you think it would take to break down a plastic bottle in the sea?</i> (Hundreds of years). <i>Are you surprised? What impact might this have on the animals and plants that live in the sea?</i> (Students can be encouraged to refer back to the photos they saw in step 2)</p>
Resources and materials	<p>Letter for the families (Appendix 5)</p> <p>"My plastic diary" worksheet (Appendix 6). Examples of single-use plastics (straws, plastic bottles...)</p>
STEP 5: Hands Up for Change display (+/- 30 minutes) week 3	
Description	Students discuss and write what they can do to keep our oceans free of plastic pollution. Students produce a final product: 'Hands Up for Change' display.
Procedure	<p>The teacher hands out a worksheet with 3 circles on it to the students. In the first circle students should write what they can do as individuals to keep our oceans free of plastic pollution (for example, say no to plastic drinking straws). In the second circle they write what people can do at a community level (schools can invest in reusable food and drink containers) and in the third circle they write what people can do at a world level (for example, businesses can reduce their plastic packaging).</p> <p>Now students work on the final product of the lesson plan. Pupils draw around their hand on a sheet of paper and on each finger, they write one thing they will do to use less plastic and help keep our oceans free of plastic pollution.</p> <p>The whole class will create a "Hands up for change" display with the teacher's help for their classroom.</p>
Resources and materials	Worksheet with 3 circles on it, colouring pencils, crayons, felt-tip pens, sheets of paper.

STEP 6: Virtual Exchange (+/- 30 minutes) week 4	
Description	Classrooms from different schools get together and have a virtual exchange to show and compare their final products: the 'Hands up for Change' display and the plastic diaries. The objective of this exchange is to answer the questions 'Why do the oceans matter?', 'What happens if we overfish or pollute the oceans?' and 'What can we do as individuals, at our community level and at world level to keep our oceans free of plastic pollution?' (the driving questions).
Procedure	<p>The teachers of the different schools have previously agreed to and set up the virtual exchange.</p> <ol style="list-style-type: none"> 1) Introductions. Each group tells something about themselves and their school. (Number of pupils in the group, size of the school, location, interesting facts, etc) 2) Compare plastic diaries. It would be a good idea to write some conclusions about the whole class beforehand (We use very little/too much single use plastic, especially drinking straws/water bottles, etc.) Then the classes talk about and compare their use of plastic. 3) Compare the 'Hands up for change' displays. Students can read some of their ideas about what they will do to use less plastic and help keep our oceans free of plastic pollution. They can focus on ideas the two classes have in common and also any original ideas they might have. 4) To conclude the exchange, the two classes can discuss and answer the driving questions to show what they have learned in this lesson plan.
Resources and materials	Virtual exchange platform (google meet, zoom), interactive white board with projector (IWB), mobile phone camera.

Some suggestions for fast finishers and remedial students.

Fast finishers

- 1) Help prepare for the virtual exchange. These students can be put in charge of writing any conclusions that are made about the plastic diaries of their classmates to create a profile of the whole class. They can also write the best and/or most original ideas from the Hands up for change display as chosen by the whole group.
- 2) Role play: Plastic pollution in Greensea Cove.

Materials: One set of role play cards per group.

Pupils create a short sketch. Residents of Greensea Cove are finding that their seaside town is getting polluted by plastics in the sea and on the beaches. They have called a meeting to discuss the problem with the local councillor.

Procedure: Students prepare their scenes in groups. Then each group performs their role play to the class.

Remedial students

- 1) Do a quiz "Oceans and Plastic Quiz"

The students can complete the quiz in pairs and then go through the answers together.

- 2) Make a Pictionary using new vocabulary they have learned from the lesson.
Make posters to explain the concepts of overfishing, single-use plastic...




ASSESSMENT

Different assessment tools have been designed for this lesson plan:

- **A rubric for the teacher.**

	0	5	10
STEP 1: WARM-UP AND BRAINSTORMING ACTIVITY	No/little participation or interest in the topic.	Participation and interest in the topic.	Active participation in the discussion, showing interest in the topic.
STEP 2: PHOTO ACTIVITY	No/little participation when choosing the five most interesting facts from the fact sheet and matching them with the photos.	Participation when choosing the five most interesting facts from the fact sheet and matching them with the photos.	Active participation when choosing the five most interesting facts from the fact sheet and matching them with the photos.
STEP 3: CONSTRUCT A TIMELINE (OPTIONAL ACTIVITY: CREATE A COMIC STRIP	No/little participation constructing a timeline or creating a comic strip.	Participation in constructing a timeline and creating a comic strip.	Active participation in constructing a timeline and creating a comic strip.
STEP 4: MY PLASTIC DIARY	No/little participation in recording findings in a plastic diary.	Participation in recording findings in a plastic diary.	Active participation in recording findings in a plastic diary for whole family.
STEP 5: HANDS UP FOR CHANGE DISPLAY	No/little participation or interest in discussing and making the final product.	Participation and interest in discussing and making the final product.	Active participation and interest in discussing and making the final product.
STEP 6: VIRTUAL EXCHANGE	No/little participation in preparing for and interacting in the virtual exchange.	Participation in preparing for and interacting in the virtual exchange.	Active participation in preparing for and interacting in the virtual exchange.

- **Can-do statement rubric for students (for self-assessment and peer-assessment).**

I CAN.....			
Understand the importance of the oceans, seas, lakes and rivers for myself, my community and the world.			
Understand teacher explanations, instructions and questions and listen to my classmate's opinions.			
Show respect for classmates' opinions during class discussions.			
Read simple texts about the oceans and plastic pollution.			
Choose important facts from a list.			
Discuss, communicate and compare facts about my habits with classmates.			
Show interest in my peers' habits and ideas by asking questions or making comments.			
Understand other traditions and values.			
Give and share my opinions.			
Keep a diary.			
Write ideas about improving the environment.			

APPENDICES

Appendix 1: Photos



Appendix 2: Fact Sheet

https://www.wwf.org.uk/sites/default/files/201908/WWF_Oceans_and_Plastics_KS2_Activities.pdf

ACTIVITY 1

FACT SHEET: WHY DO THE OCEANS MATTER?



- 1 Over 700 million people depend on fishing for their livelihoods.
- 2 Around 70 per cent of the world's people live within 60 kms of the sea. And around 80 per cent of all tourism takes place in coastal areas.
- 3 Around the world, approximately one billion people rely on fish and seafood for their main source of protein.
- 4 Many medical treatments have been developed from resources that are found in the sea. These have been used to treat asthma, arthritis and several types of cancer.
- 5 The sea is full of tiny microscopic organisms called phytoplankton. They absorb carbon dioxide and help to give out around half of the oxygen that we need to breathe.
- 6 Wave power is creating more renewable energy. It is thought that Scottish waters could generate around 10 per cent of Europe's wave power in the future.
- 7 The oceans are part of the water cycle. Water evaporates from the ocean surface and rises as water vapour. When this meets colder air, it condenses to form clouds and rain.
- 8 The ocean absorbs some of the sun's heat and carries it around the globe in ocean currents. This helps to regulate the climate of our planet.
- 9 The oceans provide a home to an incredible variety of wildlife, from the largest animal that has ever lived on the Earth, the blue whale, to the tiny krill that they eat.
- 10 The oceans provide transport routes. Around 90 per cent of all trade between countries is carried by ships.



Appendix 3: 'The last straw' scenario and set of statements

https://www.wwf.org.uk/sites/default/files/201908/WWF_Oceans_and_Plastics_KS2_Activities.pdf

ACTIVITY 4

THE LAST STRAW? SCENARIO AND SET OF STATEMENTS



Dan uses a plastic straw to drink his juice when he goes for a picnic in the local park. How might this end up on his dinner plate?

- 1 Zooplankton, are eaten by a huge variety of animals including small fish, penguins, and the largest animal on Earth, the blue whale.
- 2 Dan is having a picnic. He sips his juice through a bright orange plastic straw.
- 3 According to the BBC, it is estimated that in the UK we throw away 42 billion plastic straws a year. That's around 640 per person.
- 4 After being eaten by minute organisms such as zooplankton, microplastics can pass up the food chain, from smaller fish to bigger fish, and eventually to us.
- 5 Some human-made materials, like plastic, that end up in the ocean could take hundreds of years to degrade.
- 6 Unfortunately, Dan does not pick up all the litter from his picnic. The straw blows into the gutter by the road.

..... ✂

7 Plastics look like food to many animal species. Marine turtles can mistake plastic bags for jelly fish, their favourite food.

..... ✂

8 Zooplankton, tiny animals that live in the sea, can eat microplastics.

..... ✂

9 Dan's favourite food is fish and chips.

..... ✂

10 In the sea, plastics break up into tiny pieces called microplastics. These are less than 5mm in size.

..... ✂

11 When it rains, litter is carried away down the drain. It ends up in the river which flows into the sea.

..... ✂

12 Fish are caught and sold to people who eat them for dinner.

..... ✂

Appendix 4: 'The last straw' timeline

https://www.wwf.org.uk/sites/default/files/201908/WWF_Oceans_and_Plastics_KS2_Activities.pdf

ACTIVITY 4

THE LAST STRAW?

Completed timeline

2 Dan is having a picnic. He sips his juice through a bright orange plastic straw.

6 Unfortunately, Dan does not pick up all the litter from his picnic. The straw blows into the gutter by the road.

11 When it rains, litter is carried away down the drain. It ends up in the river which flows into the sea.

10 In the sea, plastics break up into tiny pieces called microplastics. These are less than 5mm in size.

8 Zooplankton, tiny animals that live in the sea, can eat microplastics.

4 After being eaten by minute organisms such as zooplankton, microplastics can pass up the food chain, from smaller fish to bigger fish, and eventually to us.

12 Fish are caught and sold to people who eat them for dinner.

9 Dan's favourite food is fish and chips.



Statements that sit alongside the completed timeline

3 According to the BBC, it is estimated that in the UK we throw away 42 billion plastic straws a year. That's around 640 per person.

5 Some human-made materials, like plastic, that end up in the ocean could take hundreds of years to degrade.

7 Plastics look like food to many animal species. Marine turtles can mistake plastic bags for jelly fish, their favourite food.

1 Zooplankton, are eaten by a huge variety of animals including small fish, penguins, and the largest animal on Earth, the blue whale.

Appendix 5: Letter to families

English version



THE NAME OF THE SCHOOL
IDENTIFICATION OF THE TEACHER:
SUBJECT OF THE LETTER:
DATE:

Dear families

We are starting a new CLIL project and we need your help. Your children are going to keep a “plastic diary”. This is a normal diary where they will record how much plastic they use during the week. We would like the whole family to participate and record their use of plastic too. The aim of the activity is to become aware of one’s use of plastic and compare the findings with classmates and then with a class in a foreign country during a virtual exchange in order to learn about their habits and let them know about ours. Please, help your child record everyone’s use of plastic because they will be speaking about this and comparing their findings in the classroom.

Thank you so much!

Portuguese version



NOME DA ESCOLA:

IDENTIFICAÇÃO DA PROFESSORA:

ASSUNTO DA CARTA:

DATA:

Caros pais/encarregados de educação,

Estamos a iniciar um novo projeto para o qual necessitamos da vossa ajuda. O(a) seu/sua educando(a) vai iniciar um 'diário do plástico'. Trata-se de um diário como qualquer outro, onde o(a) aluno(a) regista quanto plástico usa durante a semana. Gostaríamos que toda a família participasse e fizesse um registo do plástico que usa. O objetivo da atividade é tomar consciência do uso que fazemos do plástico e comparar os nossos resultados com os dos colegas e, posteriormente, com uma turma num país estrangeiro durante uma atividade de colaboração virtual, para aprender sobre os hábitos de todos. Por favor, ajudem os vossos educandos a registar o uso de plástico de toda a família porque este será o tópico sobre que ele(a) fará uma apresentação em aula e a partir do qual se compararão resultados.

Muito obrigado!

Spanish version



NOMBRE DEL CENTRO:

NOMBRE DEL DOCENTE:

ASUNTO:

FECHA:

Queridas familias:

Estamos iniciando un nuevo proyecto CLIL y necesitamos vuestra ayuda. Vuestros hijos llevarán un "diario de uso del plástico". Este es un diario normal en el que registrarán la cantidad de plástico que utilizan durante la semana. Nos gustaría que toda la familia participara y registrara su uso del plástico también. El objetivo de la actividad es tomar conciencia del uso del plástico y comparar los resultados con los compañeros y luego con una clase en un país extranjero durante un intercambio virtual para conocer sus hábitos y darles a conocer los nuestros. Por favor, ayudad a vuestros hijos a registrar el uso que todos hacen del plástico porque hablarán sobre esto y compararán sus resultados en el aula.

¡Muchas gracias!

■ Romanian version

**ȘCOALA:****PROFESOR:****SUBIECTUL SCRISORII:****DATA:**

Dragi părinți,

Începem un nou proiect CLIL și avem nevoie de ajutorul dvs. Copilul dvs. va realiza un *Jurnal de plastic*. Acesta este un jurnal obișnuit, în care copilul dvs. va nota cât plastic folosește într-o săptămână. Am dori să participe întreaga familie și să notați, cu toții, cât plastic folosiți. Scopul activității este să conștientizăm frecvența utilizării plasticului și să comparăm rezultatele cu colegii de clasă, apoi cu elevii dintr-o clasă aparținând unei școli din străinătate, prin intermediul unui schimb virtual, cu care vom împărtăși obiceiurile noastre și pe ale lor.

Vă rugăm să-l ajutați pe copil să noteze de câte ori întrebuințați obiectele din plastic, pentru că acesta va trebui să prezinte și să compare rezultatele în clasă.

Vă mulțumim foarte mult!

Italian version



IL NOME DELLA SCUOLA:

IDENTIFICAZIONE DELL'INSEGNANTE:

OGGETTO DELLA LETTERA:

DATA:

Care famiglie,

stiamo iniziando un nuovo progetto CLIL e abbiamo bisogno del vostro aiuto.

Le/I vostre/i figlie/i sono invitati a tenere il “**diario della plastica**”, un normale diario in cui registrare quanta plastica viene usata a casa durante la settimana. Sarebbe utile per tutta la famiglia partecipare e registrare il proprio consumo.

Lo scopo dell'attività è di rendere ognuno consapevole del proprio uso di plastica e di comparare i risultati dapprima con i compagni di classe e poi con una classe di un Paese straniero durante uno scambio culturale virtuale.

Per favore aiutate vostro/a figlio/a a tener nota del consumo di plastica settimanale perché discuteremo dei risultati in un confronto in classe la settimana prossima.

Vi ringraziamo di cuore per il vostro aiuto!

[Nome dell'insegnante]

Appendix 6: 'My plastic diary'

[https://www.wwf.org.uk/sites/default/files/201908/WWF Oceans and Plastics KS2 Activities.pdf](https://www.wwf.org.uk/sites/default/files/201908/WWF_Oceans_and_Plastics_KS2_Activities.pdf)

ACTIVITY 6

MY PLASTIC DIARY

Your name

Over the next week, keep a 'plastic diary', recording how much single-use plastic you use.



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Add up your totals here
Plastic bags								
Plastic bottles								
Plastic drinking straws								
Plastic food wrappers and packets								
Yoghurt pots and other food containers								

What other plastic items have you used this week?

.....

LESSON PLAN 9: Environmental disasters

CONTEXTUALISATION

Cross-curricular area	Topic / Subtopic (Lesson Plan 9)	Age																					
<table border="1"> <tr> <td>Citizenship Education</td> <td></td> </tr> <tr> <td>Environmental Education</td> <td>✓</td> </tr> <tr> <td>Basic Financial Education</td> <td></td> </tr> </table>	Citizenship Education		Environmental Education	✓	Basic Financial Education		<p>Topic (tick one option):</p> <table border="1"> <tr> <td>Environmental disasters</td> <td>Energy</td> </tr> <tr> <td>Animals and plants</td> <td>Greensources</td> </tr> <tr> <td>Pollution</td> <td>Transportation</td> </tr> <tr> <td>Environmental disasters</td> <td>✓ Fair trade and responsible consumption</td> </tr> </table> <p>Subtopic Title (Lesson Plan 9):</p> <table border="1"> <tr> <td>Environmental disasters</td> </tr> </table>	Environmental disasters	Energy	Animals and plants	Greensources	Pollution	Transportation	Environmental disasters	✓ Fair trade and responsible consumption	Environmental disasters	<table border="1"> <tr> <td>5-8 years old</td> <td></td> </tr> <tr> <td>8-10 years old</td> <td></td> </tr> <tr> <td>10-12 years old</td> <td>✓</td> </tr> </table>	5-8 years old		8-10 years old		10-12 years old	✓
Citizenship Education																							
Environmental Education	✓																						
Basic Financial Education																							
Environmental disasters	Energy																						
Animals and plants	Greensources																						
Pollution	Transportation																						
Environmental disasters	✓ Fair trade and responsible consumption																						
Environmental disasters																							
5-8 years old																							
8-10 years old																							
10-12 years old	✓																						
<p>What you need: Materials</p> <ul style="list-style-type: none"> ● Internet ● Digital board ● Video (link https://www.youtube.com/watch?v=XNPiaPy_vZM) ● Flashcards – Links <p>https://www.mediafax.ro/social/inundatiile-din-romania-in-imagini-mai-multe-judete-sub-avertizare-cod-rosu-video-galerie-foto-13003085</p> <p>https://evz.ro/iadul-pe-pamant-in-turcia-imagini-dupa-seismul-de-7-grade-video.html</p> <p>https://www.istockphoto.com/photos/drought</p> <p>https://unsplash.com/photos/qexZLgMcbPc</p> <p>https://www.nytimes.com/2020/01/10/world/australia/bushfire.html</p> <p>https://zeenews.india.com/india/cyclone-amphan-to-intensify-over-bay-of-bengal-on-may-16-rains-expected-in-andamans-odisha-west-bengal-imd-2283696.html</p>																							

<https://earthobservatory.nasa.gov/images/146322/antarctica-melts-under-its-hottest-days-on-record>

- Physical map of the world
- Articles
- Diagram (causes and effects)
- Digital board
- School website (upload videos)
- Recycling materials
- Mobile phone to record

Does it include a Virtual Exchange with another class?

Yes	✓
No	

Duration

For the development of this **project**, you will need approximately 2 hours in class (and 20 minutes at home) divided in several tasks to be developed in different lessons over a period of three weeks.

Content subject(s)

Visual arts and crafts, Official language, English, Social science / Social studies (Geography), Environmental education, Cross-curricular projects.

Introduction

This lesson plan has been designed to promote awareness of different environmental disasters around the world, by analysing their causes and effects.

How do the environmental disasters affect the world?

Relying on a task-based approach, it aims to provide the children with the keys to think globally and the potential effects of environmental disasters and their causes.

This will be carried out through analytical perspective encouraging active participation and parents' involvement throughout the process, bringing the opportunity to learn from environmental disasters and their causes.

Key competences

Communication in mother tongue	✓	
Communication in foreign language	✓	
Learning to learn	✓	
Social and civic competence	✓	
Sense of initiative and entrepreneurship	✓	
Cultural awareness and expression	✓	
Digital competence	✓	
Mathematical, scientific and technological	✓	

AIM OF THE LESSON

a) CONTENT: To recognise environmental disasters, their causes and effects.		
b) LANGUAGE & COMMUNICATION		
Vocabulary	earthquake, bush fire, cyclone, hurricane, floods, drought, wind, glaciers melting, disasters...	
Skills	Listening	<ul style="list-style-type: none">- To follow instructions.- To understand short videos.- To understand classmates ´presentations.
	Speaking	<ul style="list-style-type: none">- To be able to present a mock-up.- To be able to speak about causes and effects.- To be able to give instructions.
	Reading	<ul style="list-style-type: none">- To be able to read articles.- To be able to understand an article.- To be able to skim an article.- To be able to scan an article.- To be able to identify real headlines and articles.
	Writing	<ul style="list-style-type: none">- To be able to write key words.- To be able to complete a diagram about causes and effects.
	Mediation	<ul style="list-style-type: none">- To share ideas/opinions in the group- To agree in the teamwork- To give feedback to the rest of the groups
Function	Students recognise different environmental disasters, causes and effects.	
Communication	Pupils discuss the impact that environmental disasters might have on the world.	
c) COGNITION: Students identify environmental disasters, causes and effects on a mock-up.		
d) CULTURE: Students get to know about different environmental disasters taking place around the world.		

SEQUENCE OF STEPS

STEP 1: Warm-up (+/- 10 minutes) week 1	
Description	<p>Present driving question: 'How do the environmental disasters affect the world?'</p> <p>Teacher and students discuss what an environmental disaster is, if they know the causes and the effects and if they have experienced an environmental disaster.</p> <p>Moreover, students have to spot environmental disasters that took place over 2020 in the world shown in the video.</p>
Procedure	<p>1. Discussion:</p> <p>Teacher starts a conversation with the whole group about environmental disasters.</p> <p>T: <i>Do you know what a natural disaster is?</i></p> <p><i>Do you know the causes of these disasters?</i></p> <p><i>What about their effects?</i></p> <p>2. Video:</p> <p>T: Let's watch a video together!</p> <p>After the students watch the video, the teacher asks them:</p> <p><i>What kind of disaster do you recognize?</i></p> <p><i>Can you remember in which countries they appeared?</i></p> <p><i>Have you experienced such a disaster?</i></p>
Resources and materials	<p>Video: https://www.youtube.com/watch?v=XNPiaPy_vZM</p>
STEP 2: Disasters of the world (+/- 20 minutes) week 1	
Description	<p>Pupils identify key words and pictures about environmental disasters.</p> <p>Pupils label pictures about environmental disasters with key vocabulary in the following order: floods, earthquake, drought, volcanic eruption, bush fire, cyclone, glaciers melting...</p> <p>Afterwards, students pin customized flashcards on the (physical) world map in the classroom.</p>
Procedure	<p>1. Teacher and students label some pictures of natural disasters on the board so that pupils learn the key words.</p> <p>Worksheet: Teacher gives out a worksheet (Appendix 1) in order to work on seven environmental disasters, matching words (<i>floods, earthquake, drought, volcanic eruption, bush fire, cyclone, glaciers melting...</i>) with pictures.</p>

	<p>T. <i>Let's see how the main disasters are called. Look at the different pictures on the board. Let's name the different natural disasters.</i></p> <p>With the help of the students, teacher sticks the labels under the correct picture. (Flashcards Appendix 2)</p> <p>T. <i>Repeat after me in order to pronounce the word correctly. Now you are going to do a worksheet (Appendix 1). You have to label the picture with the correct word just like we did on the board.</i></p> <p>T. <i>Now you will each receive a worksheet. (Appendix 1)</i></p> <p><i>I will put on the board the same image you have on the worksheet and the name of the disaster. (Appendix 2)</i></p> <p><i>Repeat after me in order to pronounce the word correctly.</i></p> <p><i>Write the corresponding word in the box next to the picture.</i></p> <p>2. Pin de flashcards on the world map.</p> <p>On the map, teacher helps students to identify the continents/countries where the disasters, presented in the video, took place.</p> <p>The cards in Appendix 3 are used, in this order:</p> <p>Floods - Indonesia and India (video- the minute 0:16/3:15)</p> <p>Bush fire – Australia (video- the minute 0:30)</p> <p>Volcanic eruption – Philippines (video- the minute 1:11)</p> <p>Earthquake – Russia, Turkey, China, India (video- the minute 1:35)</p> <p>Drought – India (video- the minute 2:51)</p> <p>Cyclone – Bangladesh (video- the minute 2:29)</p> <p>Glaciers melting- Antarctica (video- the minute 3:30)</p> <p>If students do not remember the information on the video, the teacher can replay the video and stop at each disaster.</p> <p>After completing the map, the teacher asks the following question: <i>Which was the most affected country at the beginning of 2020?</i></p>
Resources and materials	<p>Worksheet (Appendix 1)</p> <p>Pictures (Appendix 2)</p> <p>Flashcards (Appendix 3)</p> <p>Pins, world map</p> <p>Links:</p> <p>https://www.mediafax.ro/social/inundatiile-din-romania-in-imagini-mai-multe-judete-sub-avertizare-cod-rosu-video-galerie-foto-13003085</p>



flood

<https://evz.ro/iadul-pe-pamant-in-turcia-imagini-dupa-seismul-de-7-grade-video.html>



earthquake

<https://www.istockphoto.com/photos/drought>



drought

<https://unsplash.com/photos/qexZLgMcbPc>


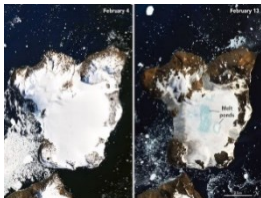


volcanic eruption

<https://www.nytimes.com/2020/01/10/world/australia/bushfire.html>



bush fire

	<p>https://zeenews.india.com/india/cyclone-amphan-to-intensify-over-bay-of-bengal-on-may-16-rains-expected-in-andamans-odisha-west-bengal-imd-2283696.html</p>  <p>cyclone</p> <p>https://earthobservatory.nasa.gov/images/146322/antarctica-melts-under-its-hottest-days-on-record</p>  <p>glaciers melting</p>
STEP 3: Breaking News (+/- 45 minutes) week 2	
Description	<p>Teacher and students read a newspaper article about several environmental disasters that occurred around the world throughout 2020.</p> <p>Students identify information about the given environmental disasters, namely, its causes and effects.</p>
Procedure	<p>Teacher and students read and discuss a newspaper article about natural disasters.</p> <p>In groups, students start reading and discussing the article.</p> <p>Students, after analysing the article, have to design a timeline that summarises the happening of environmental disasters, together with the main causes and effects of each one.</p> <p>1. Article (Appendix 4)</p> <p>The teacher gives each student the hand-out with the article.</p> <p>T: <i>Let's read this article about natural disasters.</i></p> <p>2. Group work – worksheet (Appendix 5)</p> <p>Students, in groups of 3 or 4, read the article again and fill in the chart (Appendix 5) on a worksheet, where they have to identify the causes and the effects of the disasters in the article.</p> <p>T: <i>Read the article again and find the information to fill in the chart of causes and effects.</i></p> <p>Then the information written on the chart is corrected (if one of the groups has not managed to find all the information, they can do it then).</p>

	<p>3. Homework</p> <p>At the end of the lesson the students are divided into four teams. The number of students in each team is decided according to the size of the class.</p> <p>The teacher writes on the board the names of four disasters as headings and each student writes his/ her name under the heading at their choice, keeping in mind that the teams must be balanced.</p> <p>Team 1- Bush fire</p> <p>Team 2 - Earthquake</p> <p>Team 3 - Floods</p> <p>Team 4- Volcanic eruption</p> <p>At home the students look for recyclable materials in order to be able to make at school the mock-up of the disaster chosen for his/her team. Parents can help children gather the recycled materials to do the mock-up. (Appendix 6).</p>
Resources and materials	<p>Digital board</p> <p>Article (Appendix 4)</p> <p>Worksheet with chart (Appendix 5)</p> <p>Letter for the parents (Appendix 6)</p>
STEP 4: Artists of the world (+/- 30 minutes) week 2	
Description	<p>In this step, pupils will make a mock-up with recycled materials.</p> <p>The teacher brings for each team a piece of polystyrene to make the model while the pupils bring from home recyclable materials, such as crepe paper, twigs, wire, pins, or any other material that may be useful.</p> <p>The teacher provides guidance and supports to the teams.</p>
Procedure	<p>1. Mock-ups</p> <p>Students make the mock-ups. The teacher displays on the board the instructions on how to make the mock-up for each team. (Appendix 7)</p> <p><i>T: Let's be artists! Let's make our mock-ups! To make our mock-ups you have to use the recycled materials that you brought to school and other things you consider appropriate!</i></p> <p><i>To do the mock-ups you should follow the instructions. Let's see the instructions</i></p> <p><i>Work as a team and respect each other's ideas! I will help you whenever you need it!</i></p> <p>2. Recording</p> <p>Students record their work with their mobile phone or tablets.</p> <p><i>T: Are you ready to start recording?</i></p>

	<p><i>For the recording, you (each one of you) will have to introduce your team, say what materials you used to make the mock-up, what disaster is represented and any other appropriate information (causes and effects).</i></p> <p><i>Please, speak loudly! You must speak in English. Be careful with the pronunciation!</i></p> <p><i>Great job! That's perfect!</i></p>
Resources and materials	<p>The recycled materials</p> <p>Scissors, glue, crepe paper, twigs, wire, pins, or any other material that may be useful</p> <p>Pieces of polystyrene to make mockup</p> <p>Smartphone/tablets</p> <p>Instructions (Appendix 7)</p>
STEP 5: Journalists of the world (+/- 15 minutes) week 3	
Description	<p>Pupils present their work to each other in class.</p> <p>1. The recordings made by the students will be uploaded on the school's website or on the Facebook page.</p> <p><u>Optional activity:</u> In case of virtual exchange (with other classes or colleagues from other countries), teachers can determine the most suitable option for the online meeting.</p> <p>The students present their four recordings (for each country) and the students from the partner schools give their opinion about the models (what they liked most about the mockups).</p> <p>Teacher writes on the board some expressions to share opinions, and students, as a group, write the messages.</p>
Procedure	<p><i>Today is the day!</i></p> <p><i>You are going to present your final results about our mockups.</i></p> <p><i>After each presentation, you will have on the board some expressions and vocabulary to share your opinion about others mockup.</i></p> <p><i>Please, be polite!</i></p> <p><i>After the comments, please, fill in the appendix 8, with your feedback.</i></p>
Resources and materials	<p>School's website</p> <p>Facebook page of school</p> <p>Platform Google classroom</p> <p>Meet / Zoom</p> <p>Evaluation of the mock-ups (Appendix 8)</p>

Some suggestions for fast finishers and remedial students.

Fast finishers

Step 2

- Students can get information from the video about the 'locust attack'.
- Students can read the article mentioned in the link –information about predicting natural disasters and controlling natural disasters

<https://kids.britannica.com/kids/article/natural-disasters/609706>

Step 3

- Students can look for information about a disaster that was not presented in the lesson.

Step 4

- Students who have completed the model faster can help others.

Remedial students

When working in teams, students who know English better help others with both pronunciation and formulation of ideas.




ASSESSMENT

Different assessment tools have been designed for this lesson plan:

- **Assessment tool: rubric for the teacher.**

	0	5	10
STEP 1: WARM-UP	No participation or interest in the topic.	Little participation.	Active participation in the discussion, showing interest in the topic.
STEP 2: DISASTERS OF THE WORLD	Does not put any pin on the map. Little participation when sharing ideas about the matches of the pictures and labels.	Participates in the discussion of labelling using the mother tongue.	Put pins on the map. Active participation when discussing different pictures about environmental disasters using the English language.
STEP 3: BREAKING NEWS	No participation in discussion about the article.	Participates using only his/her mother tongue. Shows interest in learning to use the new app to do the timeline.	Active participation using accurate language for the discussion. The student is able to use the app in order to do the timeline about the article.
STEP 4: ARTISTS OF THE WORLD	Does not participate in the creation of the mock-up. Does not bring recycling materials.	Participates in the creation of the mock-up. Uses specific vocabulary in his/her mother tongue.	Record his/her mock-up without reading from the paper, in a natural and spontaneous way using the English language. Brings recycling materials.
STEP 5: JOURNALISTS OF THE WORLD	Does not participate or pay interest in the presentation of the model.	Participation in the presentation. Uses mother tongue.	Active participation in the presentation, showing interest in the topic. Speaks English.

• Can-do statement rubric for students (self-assessment and peer-assessment).

I CAN.....			
See myself in a social group			
Recognize environmental disasters			
Talk about my environmental disasters			
Understand the article			
Organize events on a timeline			
Have interest about using new applications			
I recognize recycling materials			
I create crafts in group			
I am able to use the mobile phone/ tablet to record my presentation			
Present artistic work			

APPENDICES

Appendix 1: Worksheet

School's name:

Grade:

NATURAL DISASTERS

1. Name the different natural disasters with the words in the wordbank.

flood **earhtquake** drought **volcanic eruption** cyclone/hurricane
bush fires heat wave glacier melting



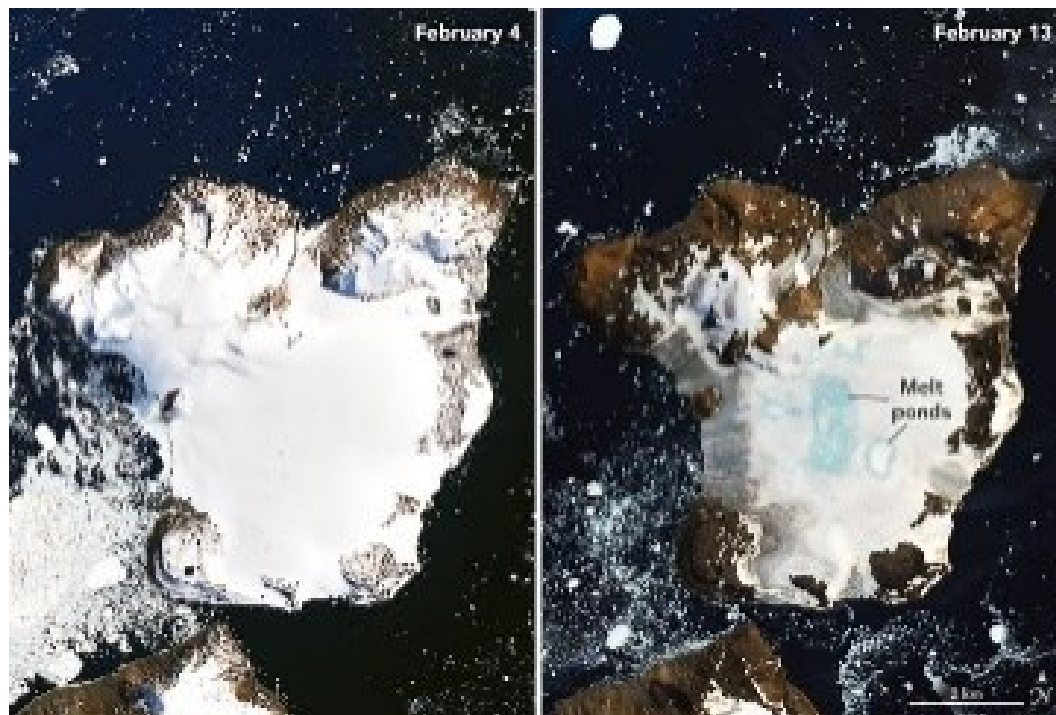
.....



volcanic eruption
flood
cyclone
earthquake
Drought
bush fire
glaciers melting

Appendix 2: Flashcards









Appendix 3: Pictures to pin on the physical map



Appendix 4: Article

Let's find out about disasters

Natural disasters are violent events caused by the forces of nature that cannot be controlled by humans. They can cause deaths, injuries, and damages to properties. There are many types of natural disasters, for example avalanches, droughts, earthquakes, floods, cyclones/hurricanes, tsunamis, volcanic eruptions, heat waves, and wildfire.



Flood is when an area that is usually dry becomes submerged in water. Floods can occur when there are heavy rains and rivers overflow, when ocean waves come on the shore, when snow melts too fast, or when dams or levees break. Floods can destroy bridges, roads, homes and buildings, create landslides and disrupt transportation.

In 2020, due to the floods from Indonesia, over four thousand local people had to flee from their homes. Water rose up to five metres high and destroyed everything in its path.



Earthquake is when the Earth suddenly shakes. It is caused by the constant movement of the tectonic plates and breaking rocks under the ground.

Most of the times we don't feel the earthquakes but, sometimes, they are so strong that they can be felt over 161kms (100 miles) away.

Earthquakes can also cause tsunamis. Tsunamis are a series of huge waves caused by violent seafloor movement associated with earthquakes, landslides, lava entering the sea, seamount collapse, or meteorite impact. The most common cause is earthquakes.

Earthquakes can destroy or damage bridges, roads, homes and buildings and even kill people and animals.

On August 10th, 2020, in California, buildings, roads and other infrastructures were destroyed making it very difficult to rebuild the city. It was very expensive for the government to reconstruct the place.



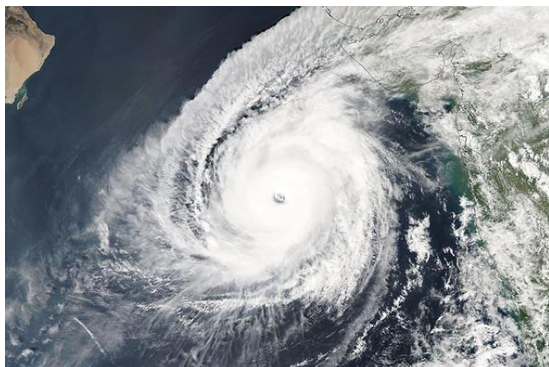
Heat wave/ Droughts are when there are periods of very hot weather and there is no rain. A heat wave can cause devastating effects like crops dry up and die, animals are killed and people get sick and die too. It also affects the oceans, weather patterns, and it can melt snow and ice.

Extreme heat can often contribute to other natural disasters such as droughts. Heat waves affect more

people per year than any natural disaster!

In 2020, large parts of Northern India were hit by a massive heat wave. Temperatures rose to 50 degrees in some places.

Cyclones/Hurricanes are severe tropical storms that form in the southern Atlantic Ocean, Caribbean Sea, Gulf of Mexico, and in the eastern Pacific Ocean. They collect heat and energy through contact with warm ocean waters and then move toward land. Evaporation from the ocean water increases their power. Cyclones rotate in a counter-clockwise direction around an “eye,” which is the center of the cyclone. When a cyclone comes onto land, its heavy rain, strong winds, and large waves can damage or destroy buildings, trees, houses and cars, and even kill people and animals. It’s very dangerous.



In 2020, Amphan Cyclone hit Bangladesh, and destroyed property and killed people and livestock. Thousands of people had to be evacuated from their homes.



Volcanic eruption is when an opening on the surface of the earth, called volcano, releases acid, gases, rocks, and ash into the air. Lava and debris can flow very quickly and destroys everything in its path. Volcanoes can be active or dormant.

The volcanic eruptions from El Salvador, in December 2013, affected 63079 people.

In 2010, a volcano erupted in Iceland which caused lots of damages and flights were cancelled in Europe.

Appendix 5: Worksheet with chart

School's name:

1. Answer the question.

What are natural disasters?

.....

.....

.....

2. Complete the table with the information from the article.

Disaster	Data	Region	Causes	Effects
1.				
2.				
3.				
4.				
5				

Appendix 6: Letter to families

English version



THE NAME OF THE SCHOOL:
IDENTIFICATION OF THE TEACHER:
SUBJECT OF THE LETTER:
DATE:

Dear parents/guardians,

We are starting a new small project and we need your help. Your children have to **bring at school** some recyclable materials.

Your child is going to make a mock-up about environmental disaster with his/her classmates. Each pupil has to bring some recyclable materials (plastic bottles, leaves, twigs, cardboards...)

Please, help them choose the right materials for the disaster he/she will produce.

The final part of the activity is to record a presentation about the making off of the mock-up.

For that reason, I also need your agreement for the recording of the presentation in which your children appear, so I will send you this agreement to be signed.

Thank you for your understanding and support!

Portuguese version



NOME DA ESCOLA:

IDENTIFICAÇÃO DA PROFESSORA:

ASSUNTO DA CARTA:

DATA:

Caros pais / encarregados de educação.

Estamos a começar um pequeno projeto e precisamos da vossa ajuda.

O (a) seu (sua) filho (a) vai fazer uma maquete sobre fenómenos e catástrofes naturais com a turma. Cada aluno tem que trazer para a aula alguns materiais recicláveis (garrafas de plástico, folhas, cartão, galhos de árvores, etc.).

Por favor, ajude-o a escolher os materiais corretos para o fenómeno e catástrofe natural que ele (a) vai fazer.

Na parte final desta atividade os alunos vão gravar um vídeo sobre os bastidores e a produção da maquete que fizeram. Desta forma, precisamos da sua autorização para a gravação do vídeo em que o seu (sua) educando (a) aparece. Pedimos-lhe, por favor, que assine a autorização.

Muito obrigado pela compreensão e ajuda!

Spanish version

**NOMBRE DEL CENTRO:****NOMBRE DEL DOCENTE:****ASUNTO:****FECHA:**

--	--

Estimadas familias,

Estamos comenzando un nuevo proyecto y necesitamos su ayuda. Sus hijos tienen que traer al colegio algunos materiales reciclados.

Van a hacer una maqueta sobre un desastre ambiental con sus compañeros de clase. Cada alumno tiene que traer algunos materiales reciclados (botellas de plástico, hojas, ramitas, cartones...). Por favor, ayúdelos a elegir los materiales adecuados para el desastre ambiental que vaya a reproducir.

La parte final de la actividad consistirá en grabar una presentación sobre cómo se hizo la maqueta.

Para eso también necesitaría su consentimiento para grabar la presentación en la que aparecen sus hijos, por lo que le enviaré una autorización para que la firme.

¡Gracias por su comprensión y apoyo!

■ Romanian version



ȘCOALA:

PROFESOR:

SUBIECTUL SCRISORII:

DATA:

Dragi părinți,

Începem un nou mic proiect și avem nevoie de ajutorul dvs. Copilul dvs. trebuie **să aducă la școală** câteva materiale reciclabile.

Copilul dvs. va realiza o machetă despre un dezastru natural, împreună cu colegii lui/ei. Fiecare elev va aduce la școală câteva materiale reciclabile (sticle din plastic, frunze, cartoane, etc...). Vă rugăm să-l ajutați pe copil să aleagă materialele reciclabile adecvate pentru macheta dezastrului natural pe care-l va realiza.

În ultima parte a activității va trebui să înregistrăm video prezentarea despre realizarea machetei. Din acest motiv, avem nevoie de acordul dvs. pentru înregistrarea în care va apărea copilul dvs., așa că vă trimit acordul pentru a-l semna.

Vă mulțumesc pentru înțelegere și sprijin!

Italian version



IL NOME DELLA SCUOLA:

IDENTIFICAZIONE DELL'INSEGNANTE:

OGGETTO DELLA LETTERA:

DATA:

Cari genitori,

stiamo avviando un nuovo piccolo progetto e abbiamo bisogno del vostro aiuto. La/il vostra/o figlia/o deve portare a scuola dei **materiali riciclabili**.

La/il vostra/o figlia/o realizzerà un modello di “disastro naturale” insieme ai suoi compagni di classe. Ogni alunna/o porterà a scuola alcuni materiali riciclabili (bottiglie di plastica, foglie, cartone, ecc.). Aiutate vostra/o figlia/o a scegliere i materiali riciclabili adatti al modello di “disastro naturale” che realizzerà.

Nell'ultima parte dell'attività dovrete registrare il video di presentazione sulla realizzazione del modello. Per questo motivo, abbiamo bisogno del vostro consenso per la registrazione in cui apparirà vostra/o figlia/o, quindi vi invio il consenso da firmare.

Grazie per la vostra comprensione e il vostro sostegno!

[Nome dell'insegnante]

Appendix 7: Instructions to make a mock-up

INSTRUCTIONS TO MAKE A MOCK-UP

1. With the help of your parents/guardians, collect recycled materials from home and bring them to school.
2. You are going to work in groups. Respect and listen to your classmates' opinions.
3. In your group, choose one of the natural disasters that you find more interesting.
4. In your group make the mock-up of the environmental disaster chosen, using the recycled and other materials (crayons, scissors, glue ...).
5. While you are doing the mock-up, you should record or take photos of the different steps of your work in progress.
6. With the photos and videos that you have taken in step 5, do a short presentation of your work. Don't forget to mention: Key vocabulary about causes and effects of the disaster and materials used.

Appendix 8: Evaluation of the mock-ups

School's name:

Grade:

EVALUATION OF THE MOCK-UPS

You are going to evaluate the mock-ups done by each team.

Complete the table with **yes/no/sometimes**.

Evaluation	Yes - No - Sometimes			
	TEAM 1	TEAM 2	TEAM 3	TEAM 4
Did you recognize the disaster?				
Has the team used recycled materials?				
Is the mockup creative, colourful ...?				
During the presentation, did everyone in the team explain something?				
During the presentation, did everyone in the team speak English?				
During the presentation, did everyone in the team speak clearly?				

LESSON PLAN 10: Green energy sources

CONTEXTUALISATION

This lesson plan is designed for CLIL groups aged between 5 and 8 years old and is planned to be developed in the 2nd/3rd term. The cross-curricular topic is Environmental Education, more precisely, Energy.

Students will need the teacher's guidance even if they feel quite confident studying/working in English. At these ages, they can usually understand and produce simple sentences. However, when the language is too complex for students, teachers can use code switching (use L1 partially to support students) and also encourage the use of body language to support communication (see The Teacher's Guide for more information).

Cross-curricular area	Topic / Subtopic (Lesson Plan 10)				Age							
<table><tr><td>Citizenship Education</td><td></td></tr><tr><td>Environmental Education</td><td>✓</td></tr><tr><td>Basic Financial Education</td><td></td></tr></table>	Citizenship Education		Environmental Education	✓	Basic Financial Education		Topic (tick one option):					
	Citizenship Education											
	Environmental Education	✓										
	Basic Financial Education											
	Environmental Disasters		Energy		5-8 years old	✓						
	Animals and plants		Green sources	✓	8-10 years old							
	Pollution and environmental disasters		Transportation		10-12 years old							
Environmental Disasters		Fair Trade and responsible consumption										
Subtopic Title (Lesson Plan 10):												
<div>Green Energy Sources</div>												
What you need: Materials												
<ul style="list-style-type: none">Materials: Hand-outs, images, flashcards, pencils, colouring pencils, crayons, felt pens, rubbers, scissors, glue, sheets of paper, activity sheets, cardboard, adhesive tape and reusable sticky tack, plastic bottle, plastic caps, steel/wood stick skewer or a steel knitting												

<p>needle, some paintings, recycled materials, computer and webcam, cell phone for recording the audios/videos.</p> <ul style="list-style-type: none"> Resources: international forum. For example: Trello (https://trello.com), Padlet (https://es.padlet.com) Internet connection. 					
<p>Does it include a Virtual Exchange with another class?</p> <table border="1"> <tr> <td>Yes</td> <td>X</td> </tr> <tr> <td>No</td> <td></td> </tr> </table>		Yes	X	No	
Yes	X				
No					
<p>Duration</p>					
<p>For the development of this project, you will need approximately 2 hours in class divided in several tasks to be developed in different lessons over a period of 6 weeks. Besides, this lesson plan will require parental involvement as it includes homework tasks (1 hour at home).</p>					
<p>Content subject(s)</p>					
<p>Subject areas: Natural Science, Social Science, Arts and crafts, Official language and English. Cross curricular areas: environmental education, citizenship education, personal development.</p>					
<p>Introduction</p>					
<p>This lesson plan has been designed to encourage education on environmental issues, focusing on green energies, and citizenship through different activities using project-based learning, CLIL learning and virtual exchanges with international students from different home countries.</p> <p>The aim is to raise awareness in our young students about environmental issues such as the use of clean and dirty energy (renewable and non-renewable energy), the importance of the 3Rs (reduce, reuse and recycle) or pollution and share personal experiences related to these topics. It will encourage children to think about what they can do to save energy and take care of the Earth. It will promote good behaviour in a multicultural context.</p> <p>Relying on a task-based approach, it aims to provide the children with the opportunity to investigate and to contribute to the development of their school and local community. This will be carried out through an intercultural perspective, encouraging active participation and parents' involvement throughout the process, bringing the opportunity to learn from other cultures, and to foster values such as solidarity, personal responsibility and empathy.</p>					
<p>Key competences</p>					

Communication in mother tongue	✓
Communication in foreign language	✓
Learning to learn	✓
Social and civic competence	✓
Sense of initiative and entrepreneurship	✓
Cultural awareness and expression	✓
Digital competence	✓
Mathematical, scientific and technological	✓

AIMS OF THE LESSON

Prompt: Can we have a cleaner planet? Do we recycle? Do we reuse things? How can we reduce waste and pollution? Do we care about using renewable energy? Is there a benefit for the Earth when we use recycled materials?

a) CONTENT:		
<ul style="list-style-type: none"> - To learn and understand about caring for the Earth. - To encourage children to think about what they can do to save energy and to reduce pollution. - To create more sustainable homes, schools and communities. - To make them aware and responsible. 		
b) LANGUAGE & COMMUNICATION		
Vocabulary	To learn words about clean and dirty energy, pollution, reducing, reusing and recycling, environment and vocabulary related to actions to save energy and care about the Earth (turn off the light/TV, have a shower instead of a bath, go up and down the stairs instead of using the elevator, ride a bike, walk to school, use the public transport...).	
Skills	Listening	<ul style="list-style-type: none"> - To listen to teacher explanations and questions. - To follow teacher instructions. - To understand short stories. - To listen to their classmates during group discussions and to other students during the virtual exchange.
	Speaking	<p>Spoken production:</p> <ul style="list-style-type: none"> - To describe in simple words their pictures and photos. To explain things they do at home to be green and care about the Earth. - To talk about the materials they use for the experiment and explain the different steps. <p>Spoken interaction:</p> <ul style="list-style-type: none"> - To discuss the topic (brainstorming, photo activity). To communicate and compare facts about their own experiences and habits with their classmates and teacher. - To discuss and vote in a competition with classmates and international peers. - To communicate with their international peers during the virtual exchange.
	Reading	<ul style="list-style-type: none"> - To read simple texts about the topic (activity sheet and quiz).

	Writing	<ul style="list-style-type: none">- To write words or simple sentences as captions for their pictures or photographs on the topic.- To write simple and short sentences to make different signs for the school
	Mediation	<ul style="list-style-type: none">- To share their work with other peers giving feedback.- To reach an agreement.
Function	<ul style="list-style-type: none">- To express findings and discuss ideas and opinions.- To reach conclusions and possible solutions to a problem.	
Communication	<ul style="list-style-type: none">- To share their opinions and findings on the topic with others.- To share different solutions to a problem.	
<p>c) COGNITION: Students become aware of environmental issues. They realize different simple ways to be friendly with the Earth. They develop skills for critical inquiry and analysis. They go beyond the school gate and out into their homes and local community to learn and make a change.</p>		
<p>d) CULTURE: Students become aware of their habits in different contexts (at home, at school and in their local community). Students take part in a virtual exchange to learn about other experiences. They show respect for diversity.</p>		

SEQUENCE OF STEPS

STEP 1: Warm-up (+/- 30 minutes) week 1	
Description	Introductory and brainstorming activity to set up the scene for the project.
Procedure	<p>The teacher establishes the driving questions (Appendix 1) for this lesson plan:</p> <p>Do you want to be a superhero for the Earth?</p> <p>Would you like to make a cleaner planet?</p> <p>T can use these extra questions as a lead in:</p> <p><i>How do you come to school? Walking, by bus, by car...? Do you usually have a shower or a bath? Do you grow plants? Do you love animals? Do you recycle at home? And at school? What do you recycle? Paper, carton box, plastic bottles, cans, organic waste? When you go to a supermarket with your family, do you take your own canva bags? Do you enjoy using carton boxes, plastic bottles...to create something new to play?</i></p> <p><i>Do you know that we use energy in practically everything we do?</i></p> <p><i>Did you know that there are both clean and dirty energies? How can you help the Earth?</i></p> <p>Students speak about what they know and feel. They share their personal experiences with the whole group.</p> <p><u>Task 1 - Song</u></p> <p>T: <i>Look! We are going to listen to a wonderful song now. It's called "Save the Planet for Kids" (https://www.youtube.com/watch?v=IJToF8D9bdU). Let's dance!</i></p> <p>We listen to the song and dance together.</p> <p><u>Task 2 - Video</u></p> <p>T: <i>Now kids, do you want to watch a video? I have brought a very nice video to learn about energy and how to help our planet. Let's watch it!</i></p> <p>We watch the video "Clean and Dirty Energies. How can we help the planet." (https://youtu.be/psoxx38rhL8)</p> <p><u>Task 3: Create a poster</u></p> <p>After watching the video together, the teacher uses some images or flashcards to make either a poster or a display on the board about clean and</p>

	<p>dirty energies (renewable and non-renewable). T can use the images or make the different drawings on the board. T asks students for some help.</p> <p>T: <i>Did you like it?</i></p> <p>T: <i>Ok! Do you want to help me? Yes? Great! Well, I will show you some pictures and you have to say either 'clean/renewable', with your thumbs up or 'dirty/non-renewable', with your thumbs down, ok?</i></p> <p>T can use this video as a model/resource to create the poster or display: 'How to draw renewable energy and non-renewable energy' https://www.youtube.com/watch?v=yZSvHc0Px3w</p> <p>Task 4: Project for an activity for the weekend:</p> <p>Explain the project to do at home with parents</p> <p>T: <i>We're going to DETECTIVES at home this week. Let's investigate at home what "dirty energies" and "clean energies" are. Explore when and where we use them, for example, using gasoline/petrol for our car is an example of dirty energy). Then think about things we can do to save energy, for example, turning off the light or having a shower instead of a bath.</i></p> <p>Now two different options:</p> <ul style="list-style-type: none"> • Bring pictures, photos or drawings, 3 for dirty energies and 3 for clean ones. Write their names. (Ages 5-6) • Write 3 things on a piece of paper and say why clean energies are better than dirty energies. (Ages 7-8) <p><i>Ask your parents to help you. Take this letter home and show it to your parents.</i></p> <p>See letter 1 for families to be sent / given to students to take home. (Appendix 3).</p>
Resources and materials	<p>Reusable sticky tack, cardboard for the poster, felt pens, colouring pencils, internet connection</p> <p>Driving questions: Appendix 1</p> <p>Flashcards of renewable energies and non-renewable energies: Appendix 2</p> <p>Handout – Letter 1 for families explaining what parents need to do: Appendix 3.</p>
STEP 2: Story time (+/- 20 minutes) week 2	
Description	The aim is to present and discuss their work as "little detectives" at home and to listen to a story about how we can save the Earth.
Procedure	Warm up -Discussion:

	<p>Two different options depending on the age of the group.</p> <ul style="list-style-type: none"> • Students present their photos/drawings and describe them to the whole group. (Ages 5-6). • Students read the 3 things they have written at home explaining the reasons why clean energies are better than dirty energies. (Ages 7-8). <p>Students discuss the topic, finding differences and similarities among their pictures or writings. Afterwards students discuss things we can do to save energy.</p> <p>Task 1: Listen to a story</p> <p>T reads the story 'I can save the Earth' by Alison Inches and Viviana Garofoli. T can also use the video in which the story is read aloud by a kid: https://www.youtube.com/watch?v=2Mkwhe6LOBo</p> <p><i>T: Look! Today I've brought a lovely story about a monster. His name is Max, Max the monster. He is a different monster, a really special one. Do you want to know Max? Yes? Ok, I'll tell you the story, but you have to listen to it carefully...</i></p> <p>After listening to the story, we ask the students if they liked it.</p> <p><i>T: Did you enjoy the story? Do you like Max the monster? What does he do to save the Earth?</i></p> <p>Task 2: Project for an activity for the weekend:</p> <p>Explain to the children 'I'M A SUPERHERO' project.</p> <p>Children will learn how to make changes to their lifestyle.</p> <p><i>T: Ok kids! Do you want to be a SUPERHERO? I'm sure you want to. Then, this week we will check how green we are. But do you know what it is to be green? If you care about the Earth and do good things for the environment, you are green.</i></p> <p>T gives them an activity sheet to investigate at home. Students will tick on the things they do. They colour the pictures.</p> <p><i>T: I give you this activity sheet to investigate at home. Colour and tick the things you do. You will see how green you are.</i></p> <p>T tells them to make a short video/audio (1 minute) saying and/or showing what actions they are going to take to be green and send it to the teacher to upload it to a site to share with their classmates.</p> <p><i>T: I want you to make a short video/audio to share with your classmates. You have to say and/or show 3 actions you are going to do to be green.</i></p> <p>Students watch the videos or listen to their classmates' videos at home. They choose the one they like the most.</p>
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	<p>T: <i>Ask your parents to help you.</i></p> <p>See Letter 2 for families with instructions on what to do at home (Appendix 6)</p>
Resources and materials	<p>Internet connection,</p> <p>Hand-out 'Max, the monster': Appendix 4.</p> <p>Hand-out 'I'm a Superhero': Appendix 5.</p> <p>Letter (2) for families Appendix 6.</p>
STEP 3: How green I am (+/- 10 minutes) week 3	
Description	<p>The next step consists of a 'small competition'. (It's important that they understand that all of them are great.) We have a whole class discussion, share opinions and vote. We watch the top three videos together. Another possibility would be not to do it as a competition. All their videos can be watched in class (integrating them into the morning routines to save time). This way, they can all have feedback from their classmates and teacher.</p> <p>We have a whole class discussion to decide whether our school is green and sustainable or not.</p>
Procedure	<p>Warm-up</p> <p>-Discussion to vote for the video/audios they like the most. Students share their opinions and vote for one. We watch/listen to the three top videos/audios together.</p> <p>T: <i>Did you watch the videos? Did you like them? Which one did you like the most?... Ok kids, I think all of them are lovely. Let's watch together 3 of them!</i></p> <p>In the option in which all the videos are watched in class, the teacher shows one (or more, depending on time) video/s as part of their morning routine</p> <p>T: <i>Today, we are going to watch (name of student's) video. Which three actions does s/he do to be green? Well done!</i></p> <p>-Then, the teacher will ask them to think about their school and how green they think it is. T can write the question and three possible answers on the board and use colours to exemplify the different answers.</p> <p>T: <i>Would you say that your SCHOOL is...? / Do you think our school is....</i></p> <ul style="list-style-type: none"> a) <i>A little green.</i> b) <i>Green.</i> c) <i>Not green at all.</i> <p>We listen to the different answers.</p> <p>Task 2: Project for an activity for the weekend: "BE GREEN".</p>

	<p>Explain the home activity</p> <p>T hands out a sign to each student (Appendix 7). They get different shorts statements with drawings to cut out, colour and decorate as they want to make big signs for their school. The aim is to make all the students more conscious and create a more sustainable school.</p> <p><i>T: Now, I'm going to give you these big signs. We're going to decorate our school with them to make together a better school. You can colour them as you want, using colouring pencils, crayons and felt pens. You can decorate them with little stickers, drawings...Be creative! Then, cut them out and bring them to school, OK?</i></p> <p>Children are given Letter 3 for Families Appendix 8.</p>
Resources and materials	<p>Internet connection.</p> <p>Handouts with the big signs: Appendix 7.</p> <p>Letter (3) for families: Appendix 8.</p>
STEP 4: School campaign – Be green! (+/- 10 minutes) week 4	
Description	<p>The aim of this step is to make something visible for the whole school. Besides, the teacher will encourage pupils to participate in a virtual event: The Toy Competition. This will be a collaborative international work.</p>
Procedure	<p>Students will decorate the school with all the signs they have brought. The teacher helps them.</p> <p><i>T: Let's see the different signs! They are really cool!! Our school is going to look great now! And all the students will care about the Earth! Thank you for your fantastic work!! You're all incredible artists!!</i></p> <p>T tells the students that they're going to plan an international event: "THE TOY COMPETITION". T explains the students that they will define the rules for the competition, deadlines and criteria together with another class.</p> <p>Teacher collects ideas from students: rules, materials that can be used and a deadline. Partner teachers share criteria by email.</p>
Resources and materials	<p>Scissors</p> <p>Sellotape or reusable sticky tack</p> <p>Internet connection.</p>
STEP 5: EXPERIMENT TIME! (+/- 25 minutes) week 5	
Description	<p>The aim of this step is to carry out a science experiment with our pupils as a learning experience to explore nature with them. They will develop different</p>

	<p>skills. T will encourage students to hypothesize results and discoveries, discuss (talking about what they see, think, need...), observe, predict, ask questions to develop curiosity, follow steps and solve problems among others.</p> <p>We want to develop scientific minds from an early age.</p> <p>Besides, the aim of this step is also to show them what we can do with recycled materials.</p> <p>The class reads the criteria for the toy competition shared by their partner school and accepts them.</p>
Procedure	<p>Warm-up</p> <p>Teacher tells the students that they are going to undertake an experiment. T tells them that they are going to see/prove how clean energy (wind) is so strong that it can make things move (the windmill).</p> <p><i>T: Well kids! Would you like to be a famous scientist? Yes? Great! Let's make an experiment today! We are going to make a beautiful windmill together.</i></p> <p>Task 1- Making a windmill</p> <p><i>T: Ok, let's start! Do you know what clean energy we are going to use? / What energy will move our windmill? Is it clean or dirty energy? / What will happen to our windmill when the wind blows?</i></p> <p>Students discuss their different hypotheses.</p> <p>T shows them the different materials he/she has brought. Recycled materials will be used. T will ask them if they know the name of some of the objects.</p> <p><i>T: Well, let's see what materials we are going to use! They're all recycled materials. Do you know the names?</i></p> <p>(Students can say 'We need a plastic bottle, scissors, a stick...').</p> <p>T provides them with the language. T says and writes on the board:</p> <p><i>'We need...'</i></p> <p>Once the windmill is done, the teacher can take the students outside, to the schoolyard and see how the windmill moves when the wind blows.</p> <p><i>T: What's happening to our windmill? Look at how it spins! Do you know what makes our windmill spin?</i></p> <p>Students will see the results and arise to a conclusion: the windmill moves because of the wind.</p> <p><i>T: Did you like the experiment? Did you enjoy it? Science is amazing!! Now you're cool little scientists!!</i></p> <p>Task 2: Project for an activity for the weekend: 'Create a toy/game'</p>

	<p>T explain the home activity.</p> <p>T tells the students that this week they will create their own toy or game at home using recycled materials. T tells them the toys or games will be brought to school for a big display and shared with their peers at school and with their international peers during virtual exchanges.</p> <p><i>T: You know now that recycling is very important to help our planet and very easy to do. But it can also be really cool! Like we have done for our experiment today. Do you know that many artists also use recycled materials?</i></p> <p><i>T: So, now you're little artists. This week at home you will make a toy or game using only recycling materials. Be creative!! Then, bring it to school and we will make a big display to share all the toys with other students at school and in other countries.</i></p> <p>See Letter 4 for families (Appendix 9)</p>
Resources and materials	<p>A plastic bottle, 3 plastic caps, 1 stick (it can be a steel/wood stick skewer or a steel knitting needle), some paintings, internet connection Letter (4) for the families: Appendix 9.</p> <p>Link for the teacher to follow the steps for the experiment: https://youtu.be/FPgXmmMa8kc.</p> <p>Steps to create a windmill. Appendix 10.</p> <p>With younger learners, an easier version can be done. These are two proposals:</p> <p>https://www.youtube.com/watch?v=sUVZekaLATY</p> <p>https://emmaowl.com/moving-windmill-recycled-craft/</p>
STEP 6: FRIENDS AROUND THE WORLD! (+/- 25 minutes) week 6	
Description	<p>Classrooms from different schools get together and have a virtual meeting to share their big displays. They can use photos or a short video with a virtual tour to show the toys and games they have made with recycled materials. They share their opinions with the help of the teacher.</p> <p>'Toy competition': Toys are also shared on Padlet. Each class chooses one toy from the other class.</p> <p>Then, as a final step the teacher will give the students a green badge as a little award for their work.</p>
Procedure	Warm up

	<p>T provides students with the language before the virtual meetings. T writes different expressions on the board and practice them orally:</p> <p>Greeting expressions: Hello! Good morning! Good afternoon! How are you? Nice to meet you.</p> <p>Likes: I like.../ I love.../ It's great. / The (robot) is great! / The (doll) is very nice.../ My favourite toy/game is the...</p> <p>Farewells: Goodbye! / See you soon!</p> <p>Classrooms from different schools get together and have a virtual meeting to share their big displays.</p> <p>Once the virtual meetings have finished the teacher students will choose one toy from the other class.</p> <p>Finally, T congratulates students for their work.</p> <p>T: <i>Now, with your help, THE EARTH FEELS HAPPIER AND CLEANER.</i></p> <p>T gives the students a little award: A GREEN BADGE.</p> <p>T explains</p> <p><i>We are going to organize an award ceremony and your families/ parents are invited. Please give them this letter of invitation. We want your parents to know that you are real superheroes of Sustainability</i></p> <p>Appendix 13.</p>
Resources and materials	<p>Internet connection.</p> <p>International forum (e.g.: Trello: https://trello.com/es).</p> <p>Padlet: https://es.padlet.com/</p> <p>Template with awards: green badges: Appendix 11</p> <p>Letter (4) of invitation for parents Appendix 13.</p>

Some suggestions for fast finishers and remedial students.

Fast finishers: Quiz "How green I am" (**Appendix 12**).

Remedial students: Make a collaborative poster for the school with the top 10 tips to save energy. Each student makes a drawing and sticks it on the poster. Teacher takes a photo of the poster and shares it on the school website.

ASSESSMENT


Different assessment tools have been designed for this lesson plan:

- **A rubric for the teacher.**

	0	5	10
STEP 1: WARM-UP	No participation or interest in the topic of green sources of energy.	Little participation in the discussion.	Active participation in the discussion, showing interest in the topics of energy, recycling and climate changes.
STEP 2: STORY TIME	Does not bring any photos to the class. Little participation when sharing ideas about saving the world as a superhero.	Brings photos to the class. Participates in the discussion of how to save the Earth, climate pollution, clean or dirty energies using the mother tongue.	Brings photos about himself/herself trying to save energy. Active participation when discussing how to become a superhero that saves the planet and the energy.
STEP 3: HOW GREEN I AM	No participation in the project "Green School".	Participates using only his/her mother tongue in the project.	Involvement and active participation using accurate language for the project.
STEP 4: 'BE GREEN'- SCHOOL CAMPAIGN	Did not make the video at home. Does not participate in decorating the school with Green campaign signs. Makes no effort to use English or vote.	Made a video recording at home. Participates in the decorating campaign. Tries to use English as much as possible even if pronunciation and structure is not always accurate.	Made 3 or more video recordings at home Participate actively in the decorating campaign Tries to use English at all times and is fairly accurate language for the signs.
STEP 5: EXPERIMENT TIME	No participation or interest in making a windmill.	Little participation in the experiment.	Active participation in the experiment, showing interest in making a windmill from a plastic bottle.

STEP 6: FRIENDS AROUND THE WORLD!	No participation or interest in the virtual exchange.	Little participation in the virtual exchange.	Active participation in the virtual exchange, showing interest in getting to know other cultures.
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• **Can-do statement rubric for students (for self-assessment and peer-assessment) .**

I CAN...			
Say what are the sources of energy			
Identify the green sources of energy			
Talk about how we can protect the environment			
Write a short message about saving the Earth			
Have interest in my peers' messages			
Understand short stories			
Choose my favourite video about a superhero saving the Earth			
Make a windmill from a plastic bottle			
Show respect to others or other cultures			

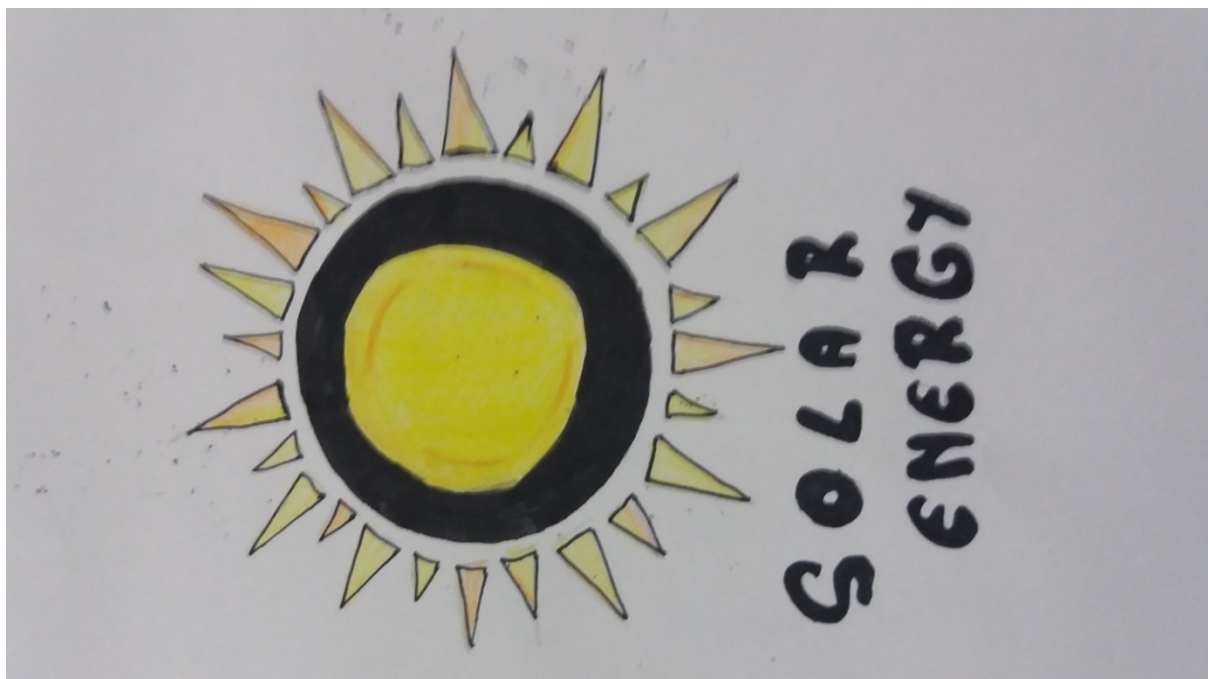
Appendix 1: Driving questions

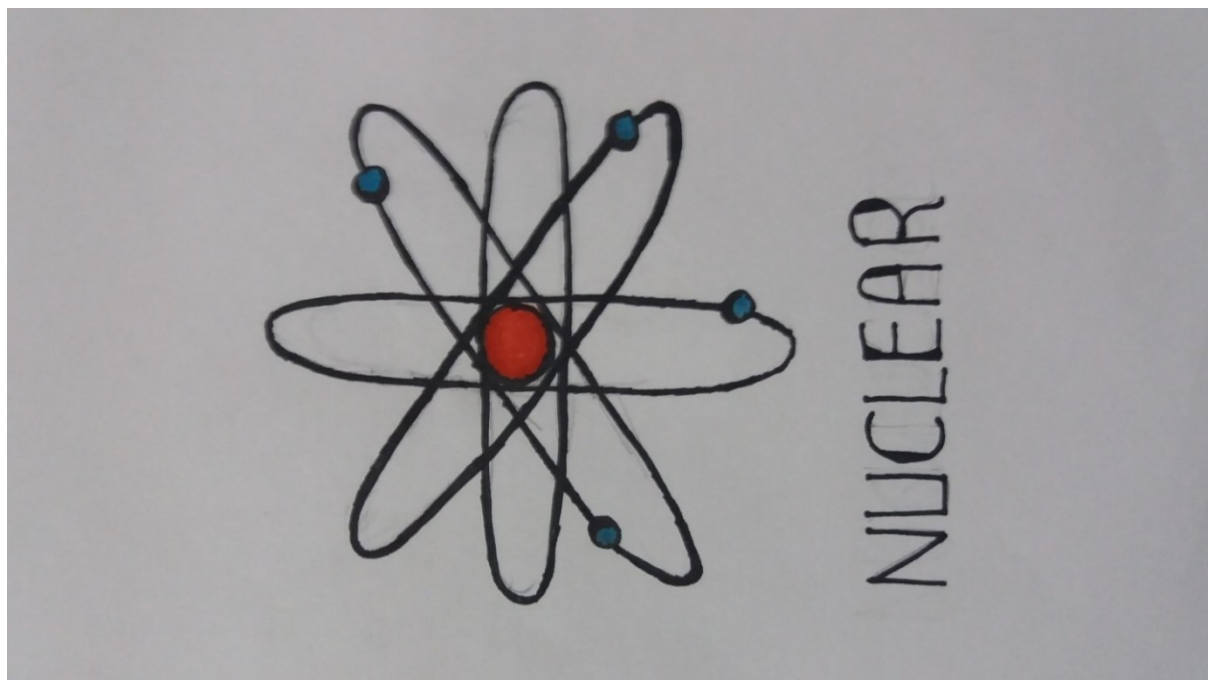
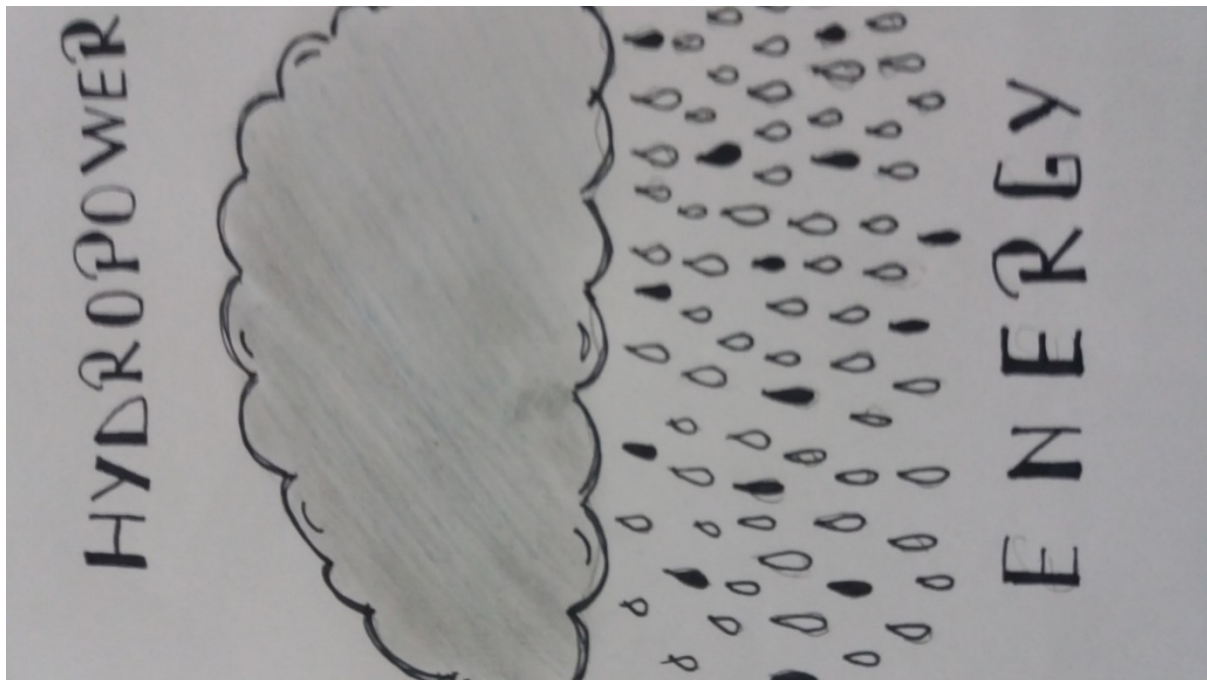
Do you want to be a superhero for the Earth?	Would you like to make a cleaner planet?	How do you come to school? Walking by bus, by car...?
Do you usually have a shower or a bath?	Do you grow plants?	Do you love animals?
Do you recycle at home? What do you recycle? Paper, carton box, plastic bottles, cans, organic waste?	Do you recycle at school? What do you recycle? Paper, carton box, plastic bottles, cans, organic waste?	When you go to a supermarket with your family, do you take your own canvas bags?
Do you enjoy using carton boxes, plastic bottles..to create something new to play?	Do you know that we use energy in practically everything we do?	Did you know that there are both clean and dirty energies?
How can you help the Earth?	Tell us one thing you can recycle.	Tell us one thing you can reuse.
Tell us one thing you can reduce.		

Appendix 2: Flashcards

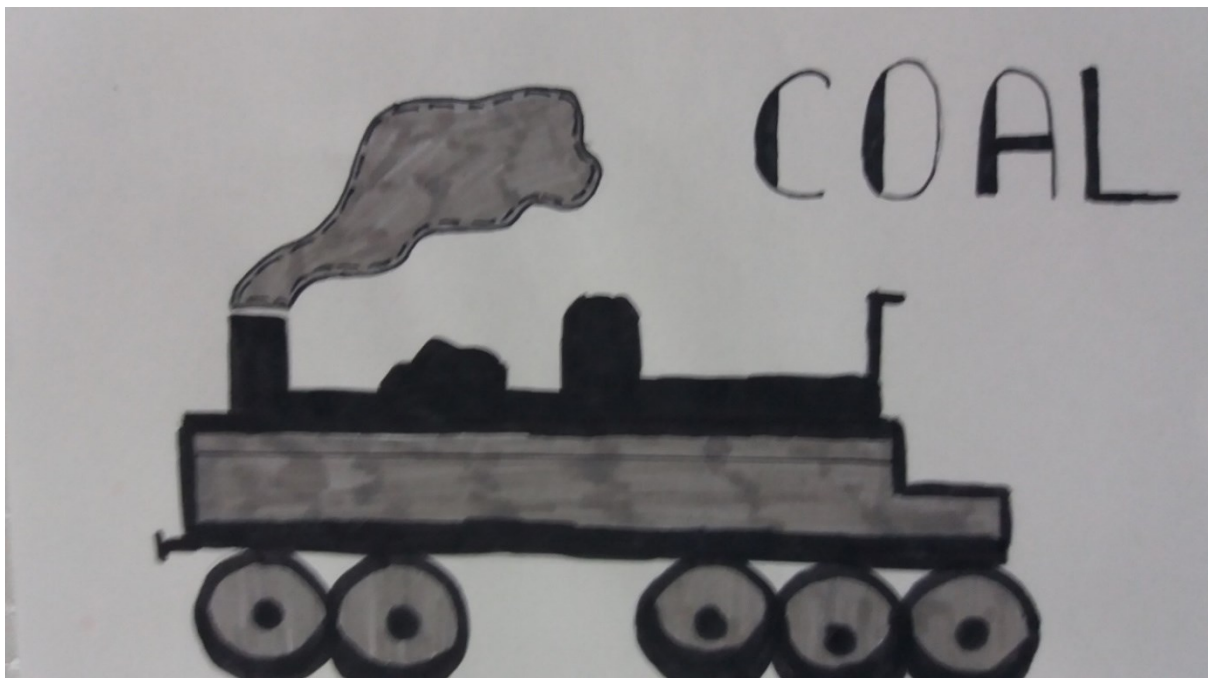












Appendix 3: 1st Letters to families

English version



THE NAME OF THE SCHOOL
IDENTIFICATION OF THE TEACHER:
SUBJECT OF THE LETTER:
DATE:

Dear families:

As mentioned during our presentation of the CLIL4YEC lecture, our objective is to create a new generation of active citizens capable of communicating in English and ready to face problems that affect us and the future of their children. Our Green Superhero is ready to create a cleaner planet.

Let's make sure that the children are more responsible citizens. Support your child with the following activities at home:

- Find the NON-RENOVABLE ENERGY sources that you have at home: things that work with carbon, gas, oil, nuclear energy diesel, oil (gasoline for our cars, heating at home, lighting the computers...). Talk about when and where we use them.
- Find the sources of RENOVBABLE ENERGY that you have at home: things that work with solar energy, wind energy. No harm in our planet and renewable energies. Halen on when and where we use them.
- Think about what we can do at home to save energy (for example, turning off the light or taking a shower instead of a bath, etc.).
- Take some photos of these examples or ask your son/daughter to do 3 drawings for non-re energy and 3 for clean energy.
- You can also write in a paper book 3 reasons why clean energy is better than fresh energy.

Thanks for your help and for being a superhero too!!!

■ Romanian version



ȘCOALA:

PROFESOR:

SUBIECTUL SCRISORII:

DATA:

Dragi parinti/familii,

Asa cum am mentionat in prezentarea lectiei din cadrul proiectului CLIL PENTRU TINERII CETATENI EUROPENI, noi dorim sa cream o noua generatie de Cetateni Activi capabili sa comunice in limba engleza si sa fie gata sa infrunte situatii care va afecteaza atat pe dvs. cat si viitorul copilului dvs., Supereroul Verde al nostru gata sa faca o planeta mai curata.

Va rog sa va sustineti copilul cu urmatoarele activitati acasa:

Intentionam sa facem copii cetateni mai responsabili:

Puteti sa aruncati o privire prin casa impreuna sa:

- Identificati sursele de ENERGIE POLUANTA pe care le aveti acasa: electrocasnice alimentate de carbuni, benzina, petrol, motorina (combustibil pentru masinile noastre, incalzirea casei, pornirea computerelor,...).

Acestea dauneaza planetei si nu sunt energii regenerabile.

Discutati cand si unde le folosim.

- Identificati sursele Energiei regenerabile pe care le aveti acasa: electrocasnicele care functioneaza folosind energia solara, energia eoliana. Acestea nu fac rau planetei noastre si sunt energii regenerabile.

Discutati cand si unde le folosim.

- Puteti sa va ganditi la ce putem face acasa sa economisim energia (ex. Sa oprim lumina sau sa facem dus in loc sa facem o baie, etc.).
- Puteti sa faceti poze sau copilul dvs. poate desena trei lucruri legate de energia regenerabila si 3 despre energia nonregenerabila.
- Scrie 3 lucruri si apoi spune de ce energiile regenerabile sunt mai bune decat cele neregenerabile.

Multumim pentru ajutor si pentru ca sunteti familia unui Supererou!!!

Spanish version



NOMBRE DEL CENTRO

NOMBRE DEL DOCENTE:

ASUNTO:

FECHA:

Estimadas familias:

Como se mencionó durante nuestra presentación de la lección *CLIL4YEC*, nuestro objetivo es crear una nueva generación de ciudadanos activos capaces de comunicarse en inglés y listos para enfrentar problemas que le afectan a usted y al futuro de su hijo. Nuestro Superhéroe Verde está listo para hacer un planeta más limpio.

Vamos a hacer que los niños/-as sean ciudadanos más responsables. Apoyen a su hijo/-a con las siguientes actividades en casa:

- Encuentren las fuentes de ENERGÍA NO RENOVABLE (SUCIA) que tienen en casa: cosas que funcionan con carbón, gas, petróleo, diesel de energía nuclear, petróleo (gasolina para nuestros coches, calefacción en casa, encender los ordenadores...).
- Dañan nuestro planeta y no son energías renovables. Hablen sobre cuándo y dónde las usamos.
- Encuentren las fuentes de ENERGÍA RENOVABLE (LIMPIA) que tienen en casa: cosas que funcionan con energía solar, energía eólica. No dañan nuestro planeta y son energías renovables. Hablen sobre cuándo y dónde las usamos.
- Piensen en lo que podemos hacer en casa para ahorrar energía (por ejemplo, apagar la luz o tomar una ducha en lugar de un baño, etc.).
- Hagan algunas fotos de estos ejemplos o que su hijo/-a realice 3 dibujos para energías sucias y 3 para energías limpias.
- También pueden escribir en una hoja de papel 3 razones por las que las energías limpias son mejores que las energías sucias.

¡¡¡Gracias por su ayuda y por ser un superhéroe también!!!

Italian version



IL NOME DELLA SCUOLA:

IDENTIFICAZIONE DELL'INSEGNANTE:

OGGETTO DELLA LETTERA:

DATA:

Cari genitori/famiglie,

come accennato durante la nostra presentazione della lezione CLIL for YEC, miriamo a creare una nuova generazione di Cittadini Attivi in grado di comunicare in inglese e pronti ad affrontare le questioni che riguardano il nostro futuro.

Vi chiedo di sostenere la/il vostra/o piccola/o Supereroe della Sostenibilità con le seguenti attività a casa:

- guardate insieme in casa e ...:
 - trovate le fonti di ENERGIA SPORCA che hai a casa: cose alimentate a carbone, gas, petrolio, energia nucleare, gasolio, petrolio (benzina per le nostre auto, riscaldamento a casa, accensione dei computer ...). Queste danneggiano il nostro pianeta e non sono energie rinnovabili. Discutete quando e dove le usiamo.
 - Trova le fonti di ENERGIA PULITA che hai a casa: cose alimentate da energia solare, energia eolica. Queste non danneggiano il nostro pianeta e sono energie rinnovabili. Discutete quando e dove le usiamo.
- Pensate a 3 cose che si possono fare a casa per risparmiare energia (es. spegnere la luce o fare la doccia invece del bagno, ecc.)

Puoi scattare qualche foto oppure tua/o figlia/o può fare 3 disegni per le energie sporche e 3 per quelle pulite oppure scrivi su un pezzo di carta 3 motivi per cui le energie pulite sono migliori delle energie sporche.

Grazie per il tuo aiuto e anche per essere una famiglia di supereroi!!!

[Nome dell'insegnante]

Portuguese version



NOME DA ESCOLA

IDENTIFICAÇÃO DO PROFESSOR:

ASSUNTO:

DATA:

Caros pais/famílias,

Como mencionado na nossa apresentação da aula CLIL 4 YEC temos como objetivo criar uma nova geração de Cidadãos(-ãs) Ativos(-as), capazes de comunicar em inglês e preparados(as) para enfrentarem os problemas que podem afetar o vosso futuro e o dos vossos filhos. O(A) nosso(-a) Super-Herói (Heroína) está a postos para tornar o nosso planeta mais limpo.

Por favor, ajudem os vossos filhos com as seguintes atividades em casa:

Vamos ajudar as crianças a tornarem-se cidadãos mais responsáveis.

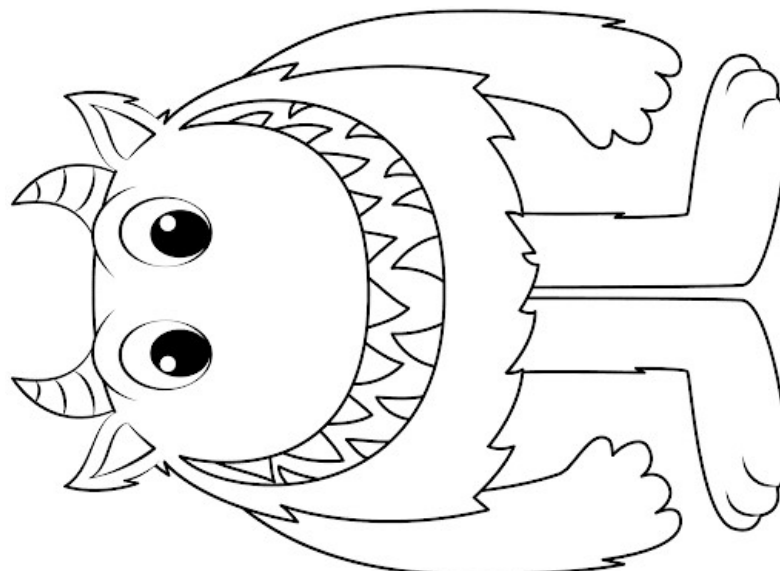
Vejam, por favor, o trabalho de casa conjunto que podem fazer com os vossos filhos.

- Encontrem as fontes de ENERGIA POLUENTE que têm em casa: coisas movidas a carvão, gás, petróleo, energia nuclear diesel, petróleo (gasolina para os nossos carros, aquecimento em casa, ligar os computadores...).
Todas elas prejudicam o nosso planeta e não são energias renováveis.
Falem sobre onde e como as usamos.
- Encontrem as fontes de ENERGIA LIMPA que têm em casa: coisas movidas a energia solar e eólica.
Estas não prejudicam o nosso planeta e são energias renováveis.
- Discutam sobre quando e onde as usamos.
- Reflitam sobre o que podemos fazer em casa para economizar energia (por exemplo, desligar a luz ou tomar um duche em vez de um banho, etc.).
- Podem tirar algumas fotos de ambas, ou os vossos filhos podem fazer 3 desenhos sobre energias poluentes e 3 sobre energias limpas?
Ou
- Escrevam num pedaço de papel 3 razões pelas quais as energias limpas são melhores do que as energias poluentes.

Obrigado(a) pela vossa ajuda e por serem uma família de super-heróis também!!!

Appendix 4: Max, the monster

"I CAN SAVE THE EARTH"



Now Max the Little Monster ...

never wastes _____.

never wastes _____.

always turns off the _____.

plays a lot _____.

_____ paper, plastic bottles.

eats _____ instead of _____.

drinks _____ instead of _____.

trades his old _____ with his friends.

Now he is Max the _____ Monster.



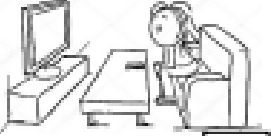



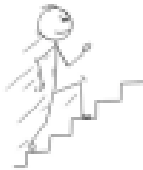



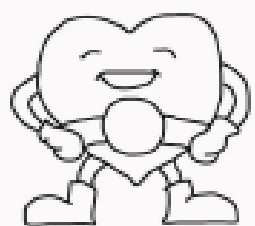
KEEP THE WORLD BEAUTIFUL!

Appendix 5: Handout “I’m a superhero”

NAME: _____ SCHOOL: _____ GROUP: _____

I'M A SUPERHERO

How green are you? Colour and write a tick.

<p>I turn off the lights before I leave the room.</p>  <input style="float: right; margin-top: 10px;" type="checkbox"/>	<p>I turn off the tap when I brush my teeth.</p>  <input style="float: right; margin-top: 10px;" type="checkbox"/>	<p>I turn off the TV.</p>  <input style="float: right; margin-top: 10px;" type="checkbox"/>
<p>I take a shower instead of a bath.</p>  <input style="float: right; margin-top: 10px;" type="checkbox"/>	<p>I go for a walk.</p>  <input style="float: right; margin-top: 10px;" type="checkbox"/>	<p>I go for a bike ride.</p>  <input style="float: right; margin-top: 10px;" type="checkbox"/>
<p>I go up and down the stairs.</p>  <input style="float: right; margin-top: 10px;" type="checkbox"/>	<p>I recycle.</p>  <p style="text-align: center; font-weight: bold;">Recycle</p> <input style="float: right; margin-top: 10px;" type="checkbox"/>	<p>I love animals and care about them.</p>  <input style="float: right; margin-top: 10px;" type="checkbox"/>
<p>I plant flowers or trees.</p>  <input style="float: right; margin-top: 10px;" type="checkbox"/>	<p style="font-size: 1.2em; font-weight: bold;">Colour the heart green if you are a SUPERHERO for the Earth.</p> 	

Appendix 6: 2nd Letter to families

English version



THE NAME OF THE SCHOOL
IDENTIFICATION OF THE TEACHER:
SUBJECT OF THE LETTER:
DATE:

Dear families,

As mentioned for our CLIL for YEC lessons we need you to help us create Superheroes of Sustainability.

Please help your child with the following activities at home:

We are going to create A SUPERHERO! Your child will learn how to make changes to their lifestyle,

- Can you tick the items on the list on the handout with reference to the things your child does at home to be green?
- Find 3 or 5 specific actions your child does to show how much he/she cares about the planet.
- Can you make a video/audio with your child saying and showing what actions he/she is going to take to be green and save energy?
- Send this audio/video to the teacher.

Thank you for your help and for being a superhero family, too!!!



Romanian version



ȘCOALA:

PROFESOR:

SUBIECTUL SCRISORII:

DATA:

Dragi parinti/familii

Asa cum am mentionat avem nevoie de ajutorul dumneavoastra in cadrul lectiilor CLIL PENTRU TINERI CETATENI EUROPENI pentru a crea Supereroi ai Sustenabilitatii.

Va rog sa ajutati copilul dumneavoastra cu urmatoarele activitati acasa, deoarece urmeaza sa cream "Un Supererou!" Copilul dvs. va invata cum sa faca schimbari in stilul sau de viata.

- Puteti bifa in rubricile din lista de pe fisa de lucru referitor la lucrurile pe care le fac acasa pentru a fi ecologiști.
- Gaseste 3-5 activitati pe care copilul dvs. le face pentru a arata cat de mult lui/ei ii pasa de planeta noastra.
- Poti face o inregistrare video/audio cu copilul dvs. aratand sau spunand ce actiuni va inteprinde sa fie ecologist/ ecologista si apoi sa o trimiteti dnei profesoare.

Multumim pentru ajutor si pentru ca sunteti si familia unui Supererou!!!



Spanish version



NOMBRE DEL CENTRO

NOMBRE DEL DOCENTE:

ASUNTO:

FECHA:

Estimadas familias:

Como se mencionó para nuestras lecciones *CLIL for YEC*, necesitamos su colaboración para crear Superhéroes de la sostenibilidad.

Vamos a crear ¡UN SUPERHÉROE! Su hijo/-a aprenderá a realizar cambios en su estilo de vida.

Ayuden a su hijo/-a con las siguientes actividades en casa:

- ¿Pueden ayudarle a marcar los elementos de la lista con referencia a las cosas que su hijo/a hace en casa para ser ecológico?
- Encuentren de 3 a 5 acciones específicas que su hijo/-a haga para demostrar cuánto se preocupa por el planeta.
- ¿Pueden hacer un video/audio con tu hijo/-a diciendo y mostrando qué acciones llevará a cabo para ser ecológico y ahorrar energía?
- Envíen este audio/vídeo a su maestro/a.

¡¡¡Gracias por su ayuda y por ser una familia de superhéroes también!!!



Italian version



IL NOME DELLA SCUOLA:

IDENTIFICAZIONE DELL'INSEGNANTE:

OGGETTO DELLA LETTERA:

DATA:

Cari genitori / famiglie,

come vi avevamo anticipato a proposito delle nostre lezioni CLIL per YEC, abbiamo bisogno del vostro aiuto per creare dei Supereroi della Sostenibilità.

Vi preghiamo di aiutare vostro figlio/a con le seguenti attività a casa:

- Creeremo "UN SUPEREROE! Tua/o figlia/o imparerà a modificare il proprio stile di vita.
- Puoi indicare sulla scheda le cose che tua/o figlia/o fa a casa per essere ecologico.
- Trova 3 o 5 azioni specifiche che tua/o figlia/o compie per dimostrare quanto è interessata/o al pianeta.
- Potresti aiutare tua/o figlia/o a fare un video che mostra quali azioni compirà per sostenere l'ambiente e risparmiare energia, quindi invia questo video all'insegnante.

Grazie per il vostro aiuto e per essere anche voi una famiglia di supereroi!!!



[Nome dell'insegnante]

Portuguese version



NOME DA ESCOLA
IDENTIFICAÇÃO DO PROFESSOR:
ASSUNTO:
DATA:

Caros pais/famílias,

Como já referimos, nas lições CLIL 4 YEC necessitamos da vossa ajuda para criar Super-Heróis da Sustentabilidade.

Por favor, ajude o seu filho com as seguintes atividades em casa:

Vamos criar um SUPERHERO! O seu filho aprenderá a fazer mudanças no seu estilo de vida,

- Pode assinalar os itens da lista na folha de apoio com referência às coisas que o seu filho faz em casa para ser verde?
- Encontre 3 ou 5 ações específicas que o seu filho faz para mostrar o quanto ele/ela se preocupa com o planeta.
- Pode fazer um vídeo/áudio com o seu filho a dizer e mostrar as ações que ele vai empreender para ser verde e poupar energia?
- Envie este áudio/vídeo para o professor.

Obrigado(a) pela vossa ajuda e por serem uma família de super-heróis também!!!



Appendix 7: Handouts with the big signs

PUT YOUR
PLASTIC
BOTTLE IN THE
PLASTIC BIN.



TURN OFF THE
TAP AFTER
WASHING YOUR
HANDS.



USE BOTH
SIDES OF A
PAPER.



TURN OFF THE
LIGHT WHEN
YOU LEAVE
YOUR
CLASSROOM.

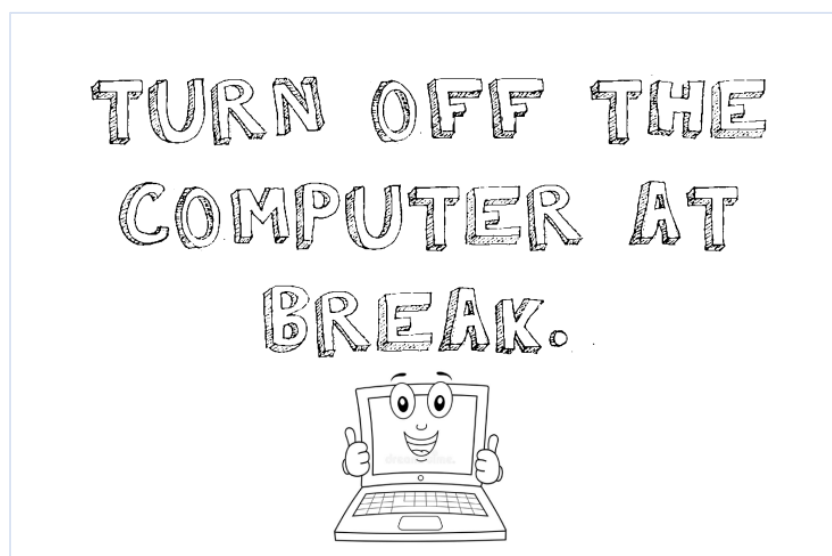


TURN OFF THE
LIGHT WHEN IT
IS NO LONGER
NECESSARY.

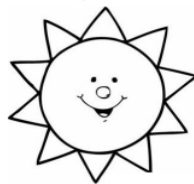


TAKE THE BOOKS
YOU DON'T NEED
ANY MORE TO THE
LIBRARY FOR
OTHER KIDS TO
USE.





DO NOT TURN
THE LIGHT ON
DURING
DAYTIME.



PROTECT THE
GREEN SPACE
FROM THE
SCHOOLYARD.



Appendix 8: 3rd Letter to families

English version



THE NAME OF THE SCHOOL
IDENTIFICATION OF THE TEACHER:
SUBJECT OF THE LETTER:
DATE:

Dear parents/families,

As mentioned for our CLIL for YEC lessons we need you to help us create Superheroes of Sustainability.

Please help your child with the following activities at home:

To help your child “BE GREEN”, let’s create a sign to put around the school.

- Help your child create, colour and decorate a big sign for their school.

This sign will encourage all the students in the school to be green and create a more sustainable school.

Thank you for your help and for being a superhero family, too!!!



Romanian version



ȘCOALA:

PROFESOR:

SUBIECTUL SCRISORII:

DATA:

Dragi parinti/familii,

Asa cum am mentionat avem nevoie de ajutorul dumneavoastra in cadrul lectiilor CLIL PENTRU TINERI CETATENI EUROPENI pentru a crea Supereroi ai Sustenabilitatii.

Va rog sa ajutati copilul dumneavoastra cu urmatoarele activitati acasa:

Pentru a ajuta copilul dvs. sa " FIE VERDE", hai sa cream un insemn sa fie pus la scoala.

- Ajutati copilul dvs sa creeze , sa coloreze sis a decoreze un insemn mare pentru scoala lui/ei.

Acest insemn va incuraja toti studentii din scola sa fie ecologisti si sa creeze o scoala sustenabila.

Multumim pentru ajutor si pentru ca sunteti familia unui Supererou!!!



Spanish version



NOMBRE DEL CENTRO:

NOMBRE DEL DOCENTE:

ASUNTO:

FECHA:

Estimadas familias:

Como se mencionó para nuestras lecciones *CLIL for YEC*, necesitamos su colaboración para crear Superhéroes de la sostenibilidad.

Ayuden a su hijo/-a con las siguientes actividades en casa:

Para ayudar a su hijo a "SER VERDE", vamos a crear un letrero para colocar en la escuela.

- Ayuden a su hijo/-a a crear, colorear y decorar un letrero grande para su escuela.

Este letrero animará a todos los estudiantes de la escuela a ser ecológicos y crear una escuela más sostenible.

¡¡¡Gracias por su ayuda y por ser una familia de superhéroes también!!!



Italian version



IL NOME DELLA SCUOLA:

IDENTIFICAZIONE DELL'INSEGNANTE:

OGGETTO DELLA LETTERA:

DATA:

Care famiglie,

come già detto, per le nostre lezioni CLIL per YEC abbiamo bisogno della vostra collaborazione per creare i Supereroi della sostenibilità.

Aiutate vostra/o figlia/o a svolgere le seguenti attività a casa:

- per aiutare vostra/o figlia/o a "ESSERE VERDE", creiamo un **cartello da affiggere a scuola**. Aiutate vostra/o figlia/o a creare, colorare e decorare un grande cartello per la sua scuola.

Questo cartello incoraggerà tutte/i le/gli alunne/i della scuola a diventare ecologici e a creare una scuola più sostenibile.

Grazie per il vostro aiuto e per essere anche voi una famiglia di supereroi!!!!



[Nome dell'insegnante]

Portuguese version



NOME DA ESCOLA

IDENTIFICAÇÃO DO PROFESSOR:

ASSUNTO:

DATA:

Caros pais/famílias,

Como já referimos, nas nossas aulas CLIL 4 YEC necessitamos da vossa ajuda para criar Super-Heróis da Sustentabilidade.

Por favor, em casa, ajudem os vossos filhos na realização das seguintes atividades:

Para ajudar o seu educando a “SER VERDE”, vamos criar uma placa/um sinal à volta da escola.

- Ajudem os vossos filhos a criar, colorir e decorar um grande sinal para a escola.

O sinal encorajará os outros alunos da escola a “serem verdes” e a contribuírem para a sua maior sustentabilidade.

Obrigado(a) pela vossa ajuda e por serem uma família de super-heróis também!!!



Appendix 9: 4th Letter to families

English version



THE NAME OF THE SCHOOL:

IDENTIFICATION OF THE TEACHER:

SUBJECT OF THE LETTER:

DATE:

Dear parents/families,

As mentioned for our CLIL for YEC lessons we need you to help us create Superheroes of Sustainability.

Please help your child with the following activities at home:

Help your child create a TOY/ GAME with recycled or natural materials.

You are free to use your imagination or think of toys you made when you were a child with natural materials.

This toy/ game will be brought to school for a big display and shared with their peers during virtual exchanges.

Thank you for your help and for being a superhero family, too!!!



Romanian version



ȘCOALA:

PROFESOR:

SUBIECTUL SCRISORII:

DATA:

Dragi parinti/familii,

Asa cum am mentionat avem nevoie de ajutorul dumneavoastra in cadrul lectiilor CLIL PENTRU TINERI CETATENI EUROPENI pentru a crea Supereroi ai Sustenabilitatii.

Va rog sa ajutati copilul dumneavoastra cu urmatoarele activitati acasa:

- Ajutati copilul dvs. sa creeze o JUCARIE/JOC din materiale reciclabile.

Aceasta jucarie/ joc va fi adusa la scoala pentru o mare expozitie care va fi impartasita cu partenerii lor in timpul intalnirilor virtuale.

Multumim pentru ajutor si pentru ca sunteti familia unui Supererou!!!



Spanish version



NOMBRE DEL CENTRO

NOMBRE DEL DOCENTE:

ASUNTO:

FECHA:

Estimadas familias:

Como se mencionó para nuestras lecciones *CLIL for YEC*, necesitamos su colaboración para crear Superhéroes de la sostenibilidad.

Ayuden a su hijo/-a con la siguiente actividad en casa:

Ayuden a su hijo/-a a crear un JUGUETE/JUEGO con materiales reciclados o naturales.

Les animamos a que usen su imaginación o piensen en juguetes que hicieron cuando eran pequeños con materiales naturales.

Este juguete/juego se llevará a la escuela para una gran exhibición y se compartirá con sus compañeros/-as durante los intercambios virtuales.

¡¡¡Gracias por su ayuda y por ser una familia de superhéroes también!!!



Italian version



IL NOME DELLA SCUOLA:

IDENTIFICAZIONE DELL'INSEGNANTE:

OGGETTO DELLA LETTERA:

DATA:

Cari genitori/famiglie,

come vi avevamo anticipato a proposito delle nostre lezioni CLIL per YEC, abbiamo bisogno del vostro aiuto per creare dei Supereroi della Sostenibilità.

Vi preghiamo di aiutare vostra/o figlio/a con le seguenti attività a casa:

- potreste aiutarlo/a a creare un **GIOCATTOLO / GIOCO** con materiali riciclati o naturali. Siete liberi di usare la vostra immaginazione o di pensare ai giocattoli che avete costruito con materiali naturali e che usavate quando eravate piccoli.

Questo giocattolo / gioco verrà portato a scuola per una grande mostra e condiviso con coetanei di vostra/o figlia/o durante gli scambi virtuali.

Grazie per il vostro aiuto e per essere anche voi una famiglia di supereroi!!!



[Nome dell'insegnante]

Portuguese version



NOME DA ESCOLA

IDENTIFICAÇÃO DO PROFESSOR:

ASSUNTO:

DATA:

Caros pais/famílias,

Como já referimos, nas nossas aulas CLIL 4 YEC necessitamos da vossa ajuda para criar Super-Heróis da Sustentabilidade.

Por favor, em casa, ajudem os vossos filhos na realização das seguintes atividades:

- Ajudem os vossos filhos a criar um brinquedo/jogo com materiais reciclados ou naturais.

Podem recorrer à vossa imaginação ou pensar em brinquedos/jogos que vocês próprios fizeram quando eram crianças com materiais naturais.

Esse brinquedo/jogo será trazido para esta escola para ser integrado numa grande exposição e para ser partilhado com outros estudantes no contexto de intercâmbios virtuais.

Obrigado(a) pela vossa ajuda e por serem uma família de super-heróis também!!!



Appendix 10: Steps to create a windmill

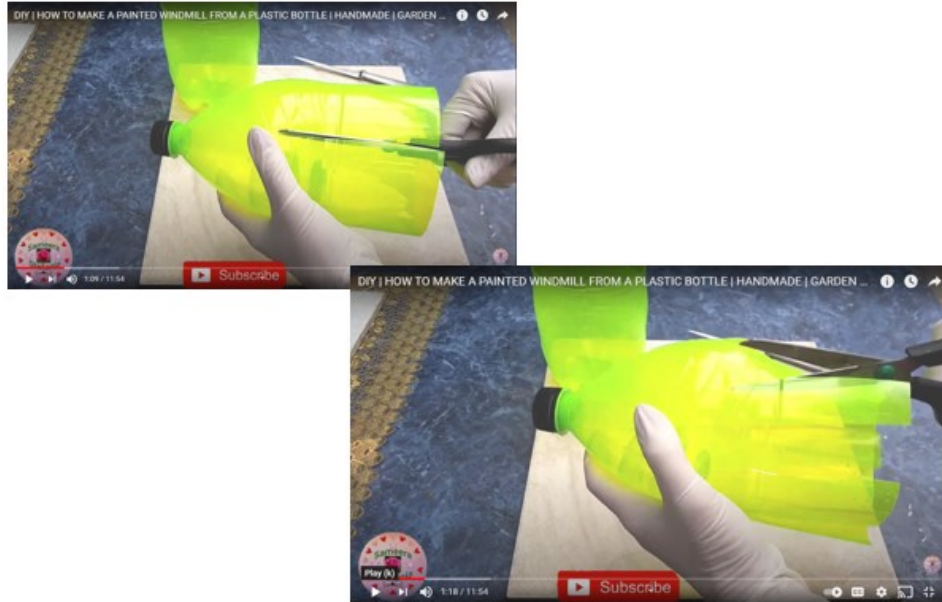
HOW TO MAKE A PAINTED WINDMILL FROM A PLASTIC BOTTLE



First cut an empty plastic glass with the scissors like this:



Cut the bottle in equal stripes like this:



Then fold each cutting like this:



Join together the two parts of the bottle.



If the parts do not combine, make a little cut and fold the bottle. Then glue the two parts.



Ask a parent to make a hole in the bottom part of the bottle and to give you three plastic plugs with a hole in each.



Place a plastic plug on a long cord folded on one end not to lose the plug and cross it through the plastic bottle, putting another plastic plug on top.



Start decorating your windmill as
you like it.



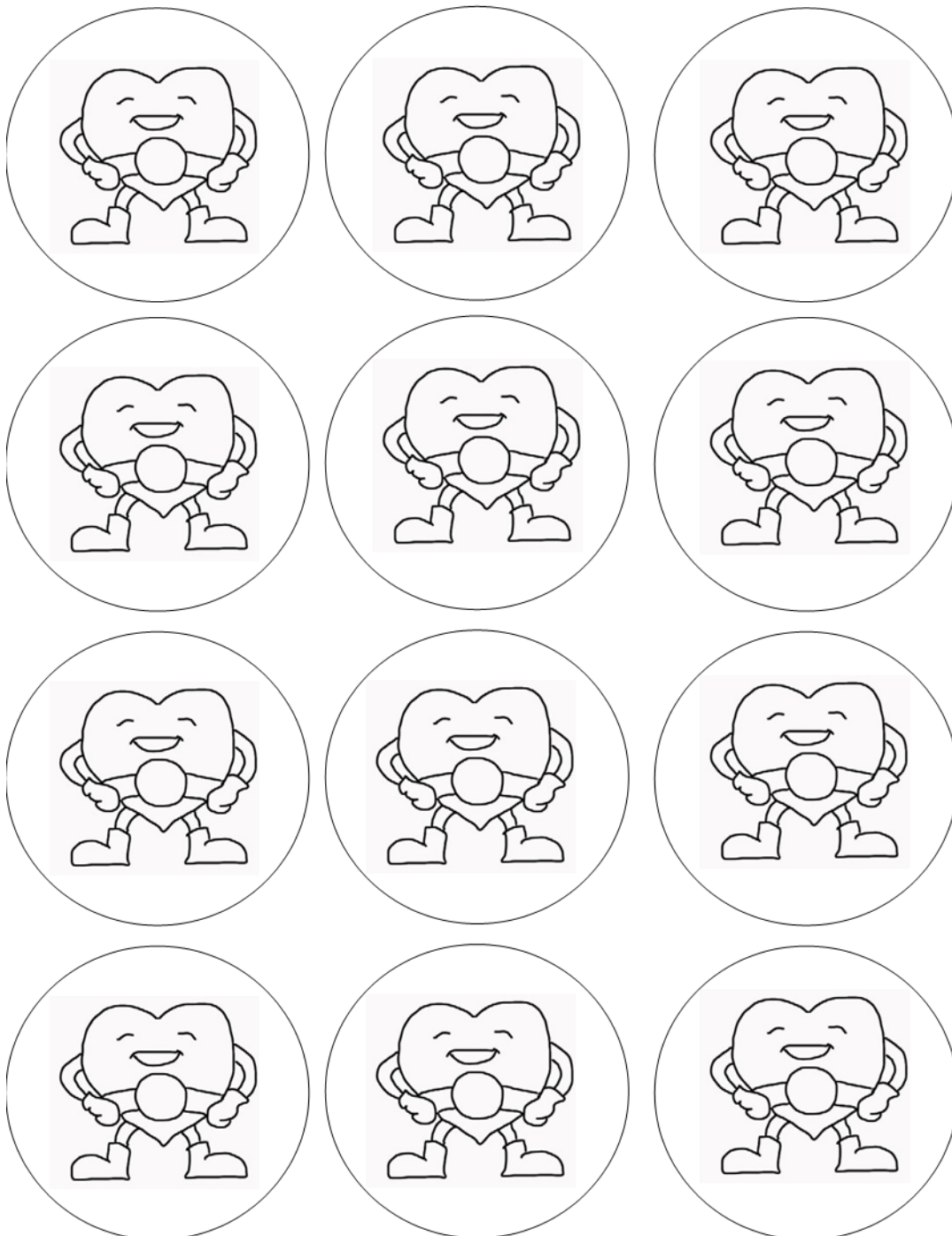
Now your very own windmill is
ready. You can put it in the wind so
everybody can admire your work.



Appendix 11: Template with awards

AWARDS: LITTLE GREEN HEARTS.

Print them on a cardboard sheet. Laminate them. Make a badge/medal.



Appendix 12: Quiz: “How green I am”

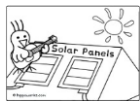
NAME: _____ SCHOOL: _____ GROUP: _____

QUIZ: HOW GREEN I AM

Circle the correct answer.

1. Which energy is a clean energy?

a) Solar



b) Oil



c) Gas



2. Which energy is a dirty energy?

a) Coal



b) Wind



c) Hydro



3. What does harm the Earth?

a) Plant a tree or flowers



b) Use the car



c) Ride a bike



4. What can you do to help the Earth?

a) Let the water run when
you brush your teeth



b) Recycle



c) Take a bath



5. How can you save energy?

a) Turn the lights on when
you're not in the room



b) Leave the TV on when
you're not in the room



c) Use the public
transport



Appendix 13: 5th Letter to families

English version



THE NAME OF THE SCHOOL:

IDENTIFICATION OF THE TEACHER:

SUBJECT OF THE LETTER:

DATE:

Dear parents/families,

We are grateful for your help and support during this project.

You should be very proud of your child. He/she is now a real green superhero!

Since you have helped us teachers create a new generation of active citizens, you too are superheroes.

We would like to invite you to our award ceremony where you and your child will receive a Green Superhero CLIL for YEC certificate for your contribution for making this a better and greener world.

The presentation of the award will be held onat.....

Thank you for your help and for being a superhero family, too!!!



Romanian version

**ȘCOALA:****PROFESOR:****SUBIECTUL SCRISORII:****DATA:**

Dragi parinti/familii,

Suntem recunoscatori pentru sustinerea si suportul dvs. in derularea acestui proiect.

Ar trebui sa fiti foarte mandru de copilul dvs. El/ea este acum un adevarat asupererou ecologist!

Si, pentru ca ne-ati ajutat pe noi, profesorii, sa cream o noua generatie de cetateni activi, si voi sunteti acum supereroi.

Am dori sa va invitam la ceremonia noastra de premiere unde copilul dvs. va primi un Certificat CLIL for YEC de Supererou ecologist pentru contributia sa pentru a face lumea aceasta mai buna si mai verde.

Ceremonia se va desfasura la.....

Multumim pentru ajutor si pentru ca sunteti familia unui Supererou!!!



Spanish version



NOMBRE DEL CENTRO

NOMBRE DEL DOCENTE:

ASUNTO:

FECHA:

Estimadas familias:

Agradecemos su ayuda y apoyo durante este proyecto.

Deben estar muy orgullosos de su hijo/-a. ¡Ahora es un verdadero superhéroe verde!

Dado que nos han ayudado a los profesores a crear una nueva generación de ciudadanos activos, ustedes también son superhéroes.

Nos gustaría invitarles a nuestra ceremonia de entrega de premios donde ustedes y su hijo/-a recibirán un certificado *CLIL for YEC* de Superhéroe Verde por su contribución para hacer un mundo mejor y más verde.

La entrega del premio se llevará a cabo el..... a

¡¡¡Gracias por su ayuda y por ser una familia de superhéroes también!!!



Italian version



IL NOME DELLA SCUOLA:

IDENTIFICAZIONE DELL'INSEGNANTE:

OGGETTO DELLA LETTERA:

DATA:

Cari genitori/famiglie,

vi siamo grati per il vostro aiuto e sostegno durante questo progetto.

Dovreste essere molto orgogliosi di vostra/o figlia/o: ora è una/un vera/o supereroe verde!

Poiché avete aiutato noi insegnanti a creare una nuova generazione di cittadini attivi, anche voi siete dei supereroi.

Vorremmo invitarvi alla nostra cerimonia di premiazione dove voi e vostra/o figlia/o riceverete il certificato "Green Superhero CLIL for YEC" per il vostro contributo a rendere questo un mondo migliore e più verde.

La presentazione del certificato si terrà ilalle.....

Grazie per il vostro aiuto e per essere anche voi una famiglia di supereroi!!!



[Nome dell'insegnante]

Portuguese version



NOME DA ESCOLA
IDENTIFICAÇÃO DO PROFESSOR:
ASSUNTO:
DATA:

Caros pais/famílias,

Agradecemos a vossa ajuda e o vosso apoio ao longo deste projeto.

Têm motivos para estar muito orgulhosos dos vossos filhos. Eles são agora verdadeiros Super-Heróis verdes.

Como vocês nos ajudaram a criar uma nova geração de cidadãos ativos, também vos consideramos super-heróis.

Assim, gostaríamos de vos convidar para a nossa cerimónia de entrega de prémios onde vocês e os vossos filhos receberão um certificado de Super-Herói verde CLIL 4 YEC por terem contribuído para tornar o nosso mundo num planeta mais verde.

A entrega dos prémios terá lugar a em

Obrigado(a) pela vossa ajuda e por serem uma família de super-heróis também!!!



LESSON PLAN 11: The green mobility to school project

CONTEXTUALISATION

Cross-curricular area	Topic / Subtopic (Lesson Plan 11)	Age																					
<table border="1"> <tr> <td>Citizenship Education</td><td></td></tr> <tr> <td>Environmental Education</td><td>✓</td></tr> <tr> <td>Basic Financial Education</td><td></td></tr> </table>	Citizenship Education		Environmental Education	✓	Basic Financial Education		<p>Topic (tick one option):</p> <table border="1"> <tr> <td>Environmental Disasters</td><td>Energy</td></tr> <tr> <td>Animals and Plants</td><td>Green sources</td></tr> <tr> <td>Disasters</td><td>Transportation</td></tr> <tr> <td>Environmental disasters</td><td>Fair Trade and responsible consumption</td></tr> </table> <p>Subtopic Title (Lesson Plan 11):</p> <table border="1"> <tr> <td>The green mobility to school project</td></tr> </table>	Environmental Disasters	Energy	Animals and Plants	Green sources	Disasters	Transportation	Environmental disasters	Fair Trade and responsible consumption	The green mobility to school project	<table border="1"> <tr> <td>5-8 years old</td><td></td></tr> <tr> <td>8-10 years old</td><td>✓</td></tr> <tr> <td>10-12 years old</td><td></td></tr> </table>	5-8 years old		8-10 years old	✓	10-12 years old	
Citizenship Education																							
Environmental Education	✓																						
Basic Financial Education																							
Environmental Disasters	Energy																						
Animals and Plants	Green sources																						
Disasters	Transportation																						
Environmental disasters	Fair Trade and responsible consumption																						
The green mobility to school project																							
5-8 years old																							
8-10 years old	✓																						
10-12 years old																							
What you need: Materials <ul style="list-style-type: none"> Paper, pens, computer, digital camera, board or digital board, video projector Resources: Video: https://www.youtube.com/watch?v=T9j42-V5cr0; <ul style="list-style-type: none"> Example of survey questions (Appendix 1); Example of note for the parents (Appendix 2); Internet connection and the following apps: Google Maps; PowerPoint; YouTube; Virtual Learning Environment (Facebook page of school, for example); email. 																							
<p>Does it include a Virtual Exchange with another class?</p> <table border="1"> <tr> <td>Yes</td><td>x</td></tr> <tr> <td>No</td><td></td></tr> </table>			Yes	x	No																		
Yes	x																						
No																							
Duration																							

For the development of this **project**, you will need approximately **2 hours in class** (and **20 minutes** at home) divided in several tasks to be developed in different lessons over a period of **three weeks**.

Content subject(s)

English, Natural Science, Maths, Social Science / Social studies, Physical Education, Citizenship education/ Personal Development.

Introduction

The mobility problem from the perspective of sustainability: how can small daily actions, such as going to school on foot or using means of transport, be changed to become 'greener' (i.e., more conscious of the availability of shared global and local resources) and healthier (i.e., walking to school)? Students analyse their own and their families' habits with regard to how they go from home to school and the means of transport they use to do other activities, and suggest recommendations on sustainable mobility.

Key competences

Communication in mother tongue	
Communication in foreign language	✓
Learning to learn	✓
Social and civic competence	✓
Sense of initiative and entrepreneurship	
Cultural awareness and expression	✓
Digital competence	✓
Mathematical, scientific and technological	✓

AIM OF THE LESSON

a) CONTENT:		
<ul style="list-style-type: none">- To explore the social habits of students in relation to local mobility and means of transport- To measure distances and to read maps; to apply the concept of sustainable transport and sustainable or 'green' mobility.		
b) LANGUAGE & COMMUNICATION		
Vocabulary	To learn words about: <ul style="list-style-type: none">- Means of transport and mobility (walk, car, tram, train, bicycle, bike, plane)- Sustainable transport (carpooling, green transport, green mobility)	
Skills	Listening	<ul style="list-style-type: none">- To understand main concepts through a video with subtitles
	Speaking	<ul style="list-style-type: none">- To discuss routines (how I come to school)- To ask questions- To present answers to a survey- To discuss findings of a survey in order to make recommendations
	Reading	<ul style="list-style-type: none">- To read distances on maps- To read recommendations
	Writing	<ul style="list-style-type: none">- To write questions for a survey- To write recommendations
	Mediation	<ul style="list-style-type: none">- To share work with peers and give feedback- To cooperate with others to reach common understanding
Function	<ul style="list-style-type: none">- To use questions for measuring distance and time: How far is it? How many steps do you walk to school? How long does it take? Can you walk the distance?- To ask questions with Question Words (How? What? Why?)	
Communication	<ul style="list-style-type: none">- To share opinions and findings with others- To prepare questions and instructions for a survey- To present answers to a survey / result	
c) COGNITION:		

- To challenge common routines and habits through enquiry into the consequences of certain habits (such as using the private car to come to school or not walking to school) for the environment, applying the concept of sustainable transport and sustainable mobility.

d) CULTURE:

- To understand that local habits can be changed in order to make the world more sustainable
- To engage with a partner class and get to know their recommendations on sustainable transport or sustainable mobility.

SEQUENCE OF STEPS

STEP 1: Warm-up (+/- 20 minutes) week 1	
Description	<p>SS and T's Brainstorming.</p> <p>Eliciting the main problems:</p> <ul style="list-style-type: none"> - Problem 1: How far is your home from school? Can you walk the distance? Which would be the 'greener' option to come to school (walking, cycling, taking/catching public transport, private car, etc.)? - Problem 2: What would be your recommendations on green mobility to other children or to parents? <p>The activity begins with (1) a group discussion on students' routines and habits concerning the home to school trajectory. (2) The school trajectory for some students is traced on a map. T and SS calculate distance in kms., steps, time needed to go from one point to the other. (3) SS discuss more and less sustainable means of transport that students use. (4) Finally, for further information and discussion, the topic is illustrated with a video.</p>
Procedure	<p><i>(1) Today, I want you to think about something. After having breakfast and getting dressed, where did you go? Oh, great, you went/ came to school... and how did you get here? Did you walk? Did you take/catch the public transport (bus, train, tram, etc.), did you ride a bicycle /bike? Did your parents give you a ride to school?</i></p> <p>T waits a couple of minutes for the answers and writes some of them on the board.</p> <p><i>(2) T shows SS a picture of a map (e.g., Google Map) of their city/town/village on the digital board, highlighting where the school is. T asks a couple of students:</i></p> <p><i>What is your route to school?</i></p> <p><i>How far is your home from school?</i></p> <p>T draws the route on the map and calculates the distance in kms.;</p> <p><i>How long does it take you to get to school? (time in minutes and hours);</i></p> <p><i>Can you walk to school? How many steps would that be?</i></p> <p>T may mention a pedometer app available on some mobile phones and ask some students to monitor their steps on the way home, or just count them.</p> <p><i>(3) Are the means of transport you use sustainable?</i></p>

	<p><i>Do you know what this word [sustainable] means? That's right, it is the best way of going to school, without causing any harm to the planet!</i></p> <p><i>Could any of you tell me three main means of transport used in this city?</i></p> <p><i>Do you know how they work? How does a car work? With oil, electricity. OK... so, is the car a sustainable means of transport?</i></p> <p><i>Sustainable Transport is Green Transport. Which are the greenest ways of mobility or transport? Perfect! Walking, cycling, bikes, electric public transport...</i></p> <p>(4) How can we make our way to school more sustainable?</p> <p>T writes SS suggestions on the board.</p> <p><i>I want you to think about all of this. To help you, I will show you a video, and then we can talk more about sustainable transport.</i></p> <p><i>While you watch the video, pay attention to all the means of transport mentioned.</i></p> <p>T plays the video on the digital board with subtitles (in the students' first language or in English): https://www.youtube.com/watch?v=T9j42-V5cr0</p> <p>After watching, T asks 2 questions:</p> <ul style="list-style-type: none"> - Using a car causes several types of pollution. Which? <p>T writes the beginning of words on the board: It's NOIsy; SMelly; BUsy; There are GAses.</p> <ul style="list-style-type: none"> - <i>What is carpooling? Can you carpool to school? Do you know someone who does it? Would you like to do it?</i>
Resources and materials	<ul style="list-style-type: none"> - Digital board/ computer and projector (map)/video projector - Video: https://www.youtube.com/watch?v=T9j42-V5cr0
STEP 2: Preparing a survey to find out about habits of families (+/- 30 minutes) week 1	
Description	<p>After (1) reminding SS of the content of the previous lesson, (2) T invites SS to work in groups to prepare questions for a survey on their habits and their families', so that later they can make recommendations on sustainable transport. Depending on the level of SS, the survey can be presented to SS or prepared by them. (3) Then, as homework, the families will have to answer the survey.</p> <p>Optional: the survey can be prepared on a digital app such as Kahoot (kahoot.it) and be done by SS first and then shared at home with parents.</p>

Procedure	<p>(1) <i>Let's revise what you did during your last class. Some students catch the bus to come to school; some catch the train; some cycle to school, some walk to school, some carpool to school. Let us prepare a survey to investigate the habits of everybody in class including your families.</i></p> <p>(2) <i>In order to prepare a survey, we need good questions. Can you think of any good questions?</i></p> <p>T models: <i>What means of transport do you use more often?</i></p> <p><i>These are some topics for your questions:</i></p> <ul style="list-style-type: none"> • <i>means of transport you use more often</i> • <i>how you go from home to school</i> • <i>how parents go to work</i> • <i>the means of transport used to go shopping</i> • <i>the means of transport used for holidays</i> <p>T divides the class into different groups in order to prepare questions. Groups work together and T supervises work (T can use Appendix 1 as a model for the questions SS will write).</p> <p><i>Have you finished? Have you got your ideas ready? What are the questions that you have asked?</i></p> <p>T writes all the questions on the board and chooses the best one from each group.</p> <p><i>Great! We have all our questions now. I am going to write them on the computer. This is our survey. (Appendix 1). Now we'll print it for you to take home / Now copy this link to do it at home with your parents.</i></p> <p><i>(T can also publish the link on the class Facebook).</i></p> <p>(3) <i>Here is the survey. Now, you are going to be detectives at home! You will ask your parents these questions and write the answers.</i></p> <p><i>Next week, bring your survey answers to present in class.</i></p> <p><i>Take this note home to your parents (Appendix 2)</i></p>
Resources and materials	<p>Example of a Survey (Appendix 1)</p> <p>Note for the parents (Appendix 2)</p>
STEP 3: Presenting data on the survey (30' approx., week 2)	
Description	<p>Students (1) present survey answers. T helps SS analyse the data by (2) recalling the aim of the project, which is (3) to make recommendations on sustainable transport / mobility.</p>

Procedure	<p><i>(1) Do you remember what we did last week? That's right, you had to be detectives! And, do you have your survey answers? It's time to share your findings with the class!</i></p> <p>T writes the initial questions on the board and waits for students to answer each of them. He/she writes the answers below each question. T takes a picture of information collected on the board for later use.</p> <p>T helps students summarise the most important data on the board, with different-coloured chalk.</p> <p>(2) T reminds the pupils of the driving question:</p> <p><i>How can we make our use of transports more sustainable?</i></p> <p><i>Remember what we watched in the video?</i></p> <p><i>Do you remember the recommendations?</i></p> <p>T shows the video again if necessary.</p> <p>(3) <i>Now, it is time to get into groups again. We are going to work together.</i></p> <p>T gives a different question to each group, on which they have to produce recommendations.</p> <p><i>So, what recommendations can you make?</i></p> <p><i>How can you make your mobility habits greener?</i></p> <p><i>You have to think about the most sustainable recommendations to promote sustainable transport, because next class we are going to create a slide with your suggestions.</i></p> <p>T demonstrates based on Question 1.</p> <p>T collects the recommendations.</p>
Resources and materials	<p>Surveys</p> <p>Board</p> <p>Digital board</p> <p>Video (if necessary): https://www.youtube.com/watch?v=T9j42-V5cr0</p>
STEP 4: Making the poster or a slide show (+/- 40 minutes) week 3	
Description	<p>SS (1) prepare one slide, with the recommendations for the question assigned. (2) These slides will be part of the class poster or slide share. (3) SS decide on how to create impact for their recommendations.</p>
Procedure	<p><i>(1) OK children, today we are going to use our computers and the PowerPoint to create our slides and share our recommendations. First, I will show you how to do it and then you can follow my steps.</i></p>

	<p>T shows how to make a slide:</p> <p><i>You should put the name of the question here... now, put the results here... finally, write the recommendations here. Use font size 16, so everybody can read... use Times New Roman...</i></p> <p>SS work in groups to produce one slide per group.</p> <p><i>(2) OK, now that you have finished working, I am going to create a poster with all your slides.</i></p> <p>T finishes the poster/slide share, combining all the slides in the same document.</p> <p><i>(3) Now it is complete, we will share it online through our school webpage.</i></p> <p><i>How do you think we can make people look at our poster online? Will your parents be happy with your work?</i></p> <p><i>Ask your parents to write what they think!</i></p>
Resources and materials	<p>Digital board</p> <p>PowerPoint</p>
<p>STEP 5: Sharing recommendations with partner classes (+/- 45 minutes over four weeks) optional step</p>	
Description	<p>Step 4 can be enlarged by disseminating SS recommendations among other SS in partner classes through a Virtual Exchange. (1) T prepares a class photo with SS names to share with the partner class through email and tells SS to expect a similar photo from the SS in the partner class. This is done during week 1. (2) SS and T share their recommendations online through Facebook and read recommendations from the partner class. This is done in week 3. (3) SS send a message to the partner class highlighting their favourite recommendation. This is done in week 4.</p>
Procedure	<p>T talks to SS in week 1</p> <p><i>How would you like to work with a partner class?</i></p> <p><i>(1) The first step is to take a class photo and write our names on it. This way the children in the other class will know who we are.</i></p> <p>T takes class photo and edits online with names of SS.</p> <p><i>We will send an email to the partner class. Let's write it together on the computer: "Dear class A.</i></p> <p><i>We are class B from X. This is us.</i></p>

	<p><i>Best regards</i></p> <p><i>Class B"</i></p> <p>T talks to SS in week 3.</p> <p>(2) <i>Let us share our recommendations with class B on Facebook and read their recommendations. You can do that at home with your parents.</i></p> <p>T talks to SS in week 4.</p> <p>(3) <i>Did you read the recommendations from the partner class?</i></p> <p><i>Let's write a comment on their recommendations.</i></p> <p><i>Which is their best recommendation on sustainable transport?</i></p> <p>SS discuss and decide. T writes decision on Facebook page:</p> <p><i>"Hello, class B. We particularly liked this recommendation: ..."</i></p> <p><i>Later that week, T tells SS:</i></p> <p><i>Let's see what they wrote to us.</i></p> <p>T reads the comment of partner class on their favourite recommendation.</p>
Resources and materials	<p>Group photo with names of SS</p> <p>Email template</p> <p>Facebook page or other agreed Virtual Learning Environment where brief comments can be posted</p> <p>Digital version of recommendations (PowerPoint slide show or Poster)</p>

ASSESSMENT




Different assessment tools have been designed for this lesson plan:

- **A rubric for the teacher.**

	0 points	5 points	10 points
STEP 1: WARM-UP	<p>Little or no participation in the discussion, showing little interest in the topic.</p> <p>Used mostly mother tongue during the discussion.</p>	<p>Participation in the discussion, showing interest in the topic.</p> <p>Used English and mother tongue during the discussion.</p>	<p>Active participation in the discussion, showing lots of interest in the topic.</p> <p>Used English and sometimes mother tongue during the discussion.</p>
STEP 2: SURVEY QUESTIONS	<p>Little or no participation when discussing the questions for the survey.</p> <p>Hardly asked any questions.</p> <p>Used mostly mother tongue during the discussion.</p>	<p>Participation when discussing the questions for the survey.</p> <p>Proposed some questions.</p> <p>Used English and mother tongue during the discussion.</p>	<p>Active participation when discussing the questions for the survey.</p> <p>Was very active in suggesting questions.</p> <p>Used English and sometimes mother tongue during the discussion.</p>
STEP 3: DATA PRESENTATION	<p>Whole class – Little or no participation in analysing the data from the survey.</p> <p>In group – Little or no participation in discussing and producing recommendations to promote green mobility.</p> <p>Used mostly mother tongue.</p>	<p>Whole class - Participation in analysing the data from the survey.</p> <p>In group - Participation in discussing and producing recommendations to promote green mobility.</p> <p>Used English and mother tongue.</p>	<p>Whole class - Active participation in analysing the data from the survey.</p> <p>In group - Active participation in discussing and producing recommendations to promote green mobility.</p> <p>Used English and sometimes mother tongue.</p>

STEP 4: PREPARING A SLIDE WITH RESULTS & RECOMMENDATIONS	Whole class – Difficulty in following the instructions on how to prepare a slide. In group – Little or no participation in preparing the slide. Used mostly mother tongue.	Whole class – Is able to follow all the instructions on how to prepare a slide. In group – Participation in preparing the slide. Used English and mother tongue.	Whole class – Is highly able to follow all the instructions on how to prepare a slide. In group – Active participation in preparing the slide. Used English and sometimes mother tongue.
STEP 5: POSTER COMPETITION	Little or no participation in the competition. Used mostly mother tongue.	Participation in the competition. Used English and mother tongue.	Active participation in the competition. Used English and sometimes mother tongue.

• Can-do statement rubric for students (for self-assessment and peer-assessment).

I CAN.....			
Understand the concept: sustainable/green transports.			
Do a survey.			
Do A slide in order to PRODUCE recommendations to promote green mobility.			
Work in a group.			
Communicate in English.			

APPENDICES

Appendix 1: Example of a survey

An example of questions that students could come up with.

Instruction: Complete the survey with your parents by ticking the means of transport you use.

You can tick (x) several boxes for each question.

Question 1 (about students' habits)	I walk	Bike	Car	Public transport (bus, tram, train, plane)	Carpooling	Other. Which?
Which means of transport do you use to go to school?						
Question 2 (about family habits)	I walk	Bike	Car	Public transport (bus, tram, train, plane)	Carpooling	Other. Which?
Which means of transport do you use to go shopping?						
Question 3 (about family habits)	I walk	Bike	Car	Public transport (bus, tram, train, plane)	Carpooling	Other. Which?
Which means of transport does your mum use to go to work?						
Question 4	I walk	Bike	Car	Public transport	Carpooling	Other.

(about family habits)				(bus, tram, train, plane)		Which?
Which means of transport does your family use when you go on holidays?						
Question 5 (about family habits)	I walk	Bike	Car	Public transport (bus, tram, train, plane)	Carpooling	Other. Which?
Which means of transport does your family use when you go to visit your grandparents?						

Appendix 2: Letter to families

English version



THE NAME OF THE SCHOOL
IDENTIFICATION OF THE TEACHER:
SUBJECT OF THE LETTER:
DATE:

Dear families,

We are starting a new project on sustainable transportation and mobility and we need your help. See the description of the project we are developing in the box below:

The mobility problem in terms of sustainability: how can small daily actions, such as going to school on foot or using means of transport, be changed in order to become 'greener' (i.e. more conscious of the availability of shared global and local resources) and healthier (i.e. walking to school)? Students analyse their own and their families' habits on how they go from home to school and suggest recommendations for sustainable mobility

Your children, divided into groups, prepared questions for a common survey about families' habits of using means of transport.

The aim of this survey is to find out about your habits. Please complete the survey together with your child during the weekend. When you do this, invite your child to read out the questions to you and decide together on the best answer.

Your child will bring the completed survey to school to present in class.

After the presentation, we will analyse the results to recommend solutions for sustainable mobility.

At the end of the project, we will invite you to read the recommendations on sustainable mobility that the children will have worked on.

Thank you so much!

Portuguese version



NOME DA ESCOLA:

IDENTIFICAÇÃO DO PROFESSOR:

ASSUNTO:

DATA:

Caros pais/ encarregados de educação,

Estamos a dar início a um novo projeto sobre mobilidade e transportes sustentáveis para o desenvolvimento do qual precisamos da vossa ajuda. Consulte uma breve descrição do projeto na caixa em baixo:

O problema da mobilidade em termos da sustentabilidade: como é que pequenas ações diárias, tais como ir para a escola a pé ou usando meios de transporte, podem ser alteradas para se tornarem mais sustentáveis ou 'verdes' (isto é, demonstrar uma mais elevada consciência dos recursos locais e globais que todos partilhamos) e saudáveis (como por exemplo caminhar até à escola)? O(a)s aluno(a)s analisam os seus hábitos e os das suas famílias sobre como se deslocam entre casa e escola e sugerem recomendações de mobilidade sustentável.

Os alunos, em grupo, preparam questões para um questionário comum sobre os hábitos das famílias relativamente ao uso de meios de transporte.

O objetivo do questionário é saber mais sobre os hábitos das famílias. Por favor, responda ao questionário com o(a) seu/sua educando(a) durante o fim-de-semana. Uma boa maneira de o fazer é convidar o(a) seu/sua educando(a) a ler as perguntas e decidirem em conjunto qual a melhor resposta.

O(a) aluno(a) deverá trazer o questionário respondido para a escola e apresentá-lo na aula.

Após as apresentações, a turma, em conjunto, analisará os resultados para recomendar soluções de mobilidade sustentável.

No final do projeto, os pais e encarregados de educação terão acesso às recomendações elaboradas pela turma sobre mobilidade sustentável.

Muito obrigado!

■ Romanian version



ȘCOALA:

PROFESOR:

SUBIECTUL SCRISORII:

DATA:



Dragi părinți,

Începem un nou mini proiect despre transport durabil și mobilitate și avem nevoie de ajutorul dvs. Iată descrierea proiectului în caseta de mai jos:

Problema mobilității în termeni de sustenabilitate: cum putem schimba micile acțiuni cotidiene, cum ar fi mersul pe jos la școală sau folosind mijloacele de transport în comun, pentru a deveni *mai verzi* (adică mai conștienți de varietate de resurse locale și globale pe care le avem la dispoziție împreună) și mai sănătoși (mersul pe jos la școală)? Elevii vor analiza obiceiurile membrilor familiilor lor despre cum ajung la/de la școală și vor face recomandări pentru acțiuni de mobilitate sustenabilă.

Copiii, în grupuri, au pregătit un sondaj de opinie despre obiceiurile membrilor familiilor lor în ceea ce privește folosirea mijloacelor de transport în comun. Vă rugăm să completați sondajul, împreună cu copilul dvs., în timpul acestui weekend. Rugați copilul să citească întrebările cu voce tare și consultați-vă în privința răspunsurilor.

Copilul dvs. va aduce sondajul și-l va prezenta clasei.

După prezentare, vom analiza răspunsurile împreună cu clasa și vom formula sugestii pentru o mobilitate sustenabilă.

La sfârșitul proiectului, vă invităm și pe dvs. să citiți recomandările sugerate.

Vă mulțumim foarte mult!

Spanish version



NOMBRE DEL CENTRO:

IDENTIFICACIÓN DEL DOCENTE:

ASUNTO DE LA NOTA:

FECHA:



Queridas familias,

Estamos iniciando un nuevo proyecto sobre transporte y movilidad sostenible y necesitamos tu ayuda. Vea la descripción del proyecto que estamos desarrollando en el siguiente recuadro:

El problema de la movilidad en términos de sostenibilidad: cómo se pueden cambiar las pequeñas acciones cotidianas, como ir a la escuela a pie o usar medios de transporte, para volverse 'más verdes' (es decir, más conscientes de la disponibilidad de recursos globales y locales compartidos) y más saludable (es decir, caminar a la escuela)? Los estudiantes analizan sus hábitos y los de sus familias sobre cómo van de casa a la escuela y sugieren recomendaciones para una movilidad sostenible.

Sus hijos, divididos en grupos, prepararon preguntas para una encuesta común sobre los hábitos de uso de los medios de transporte de las familias.

El objetivo de esta encuesta es conocer tus hábitos. Complete la encuesta junto con su hijo durante el fin de semana. Durante la realización de la actividad, invite a su hijo a que le lea las preguntas y decidan juntos cuál es la mejor respuesta. Su hijo deberá traer la encuesta completa a la escuela para presentarla en clase. Tras la presentación, analizaremos los resultados para recomendar soluciones de movilidad sostenible.

Al final del proyecto, te invitaremos a leer las recomendaciones sobre movilidad sostenible que habrán trabajado los niños.

¡Muchas gracias!

Italian version



IL NOME DELLA SCUOLA:

IDENTIFICAZIONE DELL'INSEGNANTE:

OGGETTO DELLA LETTERA:

DATA:

Care famiglie,

stiamo avviando un nuovo progetto sul **trasporto e la mobilità sostenibile** e abbiamo bisogno del vostro aiuto. La descrizione del progetto che stiamo sviluppando è riportata nel riquadro sottostante:

La questione della mobilità in termini di sostenibilità è la seguente: come si possono modificare le piccole azioni quotidiane, come andare a scuola a piedi o usare i mezzi di trasporto, per diventare più "verdi" (cioè più consapevoli della disponibilità di risorse condivise a livello globale e locale) e più "sani" (ad esempio, andare a scuola a piedi)? Alunne/i analizzeranno le abitudini proprie e delle proprie famiglie su come si spostano da casa a scuola e suggeriranno raccomandazioni per una mobilità sostenibile.

Le/I vostre/i figlie/i, divisi in gruppi, hanno preparato le domande per un **sondaggio** comune sulle abitudini di trasporto delle famiglie. L'obiettivo di questo sondaggio è quello di conoscere le vostre abitudini. Completate il sondaggio insieme a vostra/o figlia/o durante il fine settimana. Durante l'attività, invitate vostra/o figlia/o a leggervi le domande e a decidere insieme quale sia la risposta migliore. Vostra/o figlia/o deve portare a scuola il questionario compilato per presentarlo in classe. Dopo la presentazione, analizzeremo i risultati per raccomandare soluzioni di mobilità sostenibile.

Alla fine del progetto, vi inviteremo a leggere le raccomandazioni sulla mobilità sostenibile su cui vostra/o figlia/o avrà lavorato.

Grazie mille!

[Nome dell'insegnante]

Appendix 3: Proposal for a PowerPoint to be used in class



1



2



3



4



5



6



7



9

LESSON PLAN 12: Fair trade and responsible consumption

CONTEXTUALISATION

Cross-curricular area	Topic / Subtopic (Lesson Plan 12)	Age																						
<table><tr><td>Citizenship Education</td><td></td></tr><tr><td>Environmental Education</td><td>✓</td></tr><tr><td>Basic Financial Education</td><td></td></tr></table>	Citizenship Education		Environmental Education	✓	Basic Financial Education		<p>Topic (tick one option):</p> <table><tr><td>Environmental disasters</td><td>Energy</td></tr><tr><td>Animals and plants</td><td>Green sources</td></tr><tr><td>Pollution/ Environmental disasters</td><td>Transportation</td></tr><tr><td>Environmental disasters</td><td>Fair trade and responsible consumption</td><td>✓</td></tr></table> <p>Subtopic Title (Lesson Plan 12):</p> <table><tr><td>Fair trade and responsible consumption</td></tr></table>	Environmental disasters	Energy	Animals and plants	Green sources	Pollution/ Environmental disasters	Transportation	Environmental disasters	Fair trade and responsible consumption	✓	Fair trade and responsible consumption	<table><tr><td>5-8 years old</td><td></td></tr><tr><td>8-10 years old</td><td></td></tr><tr><td>10-12 years old</td><td>✓</td></tr></table>	5-8 years old		8-10 years old		10-12 years old	✓
Citizenship Education																								
Environmental Education	✓																							
Basic Financial Education																								
Environmental disasters	Energy																							
Animals and plants	Green sources																							
Pollution/ Environmental disasters	Transportation																							
Environmental disasters	Fair trade and responsible consumption	✓																						
Fair trade and responsible consumption																								
5-8 years old																								
8-10 years old																								
10-12 years old	✓																							

What you need: Materials

- Craftwork material (Paper, crayons, pens, felt-tips, ...)
- Computer, internet connection, school platform.
- Pictures, world map
- Camera/mobile phones
- Resources: Genial.ly

Resources:

- Videos:

- <https://www.youtube.com/watch?v=7ydnmdIH-Bk>

- <https://www.youtube.com/watch?v=A-iT8UMoEkM>

Does it include a Virtual Exchange with another class?

Yes	
No	X

Duration

For the development of this **mini-project**, you will need approximately 2 hours in class (and 2 hours at home) divided in several tasks to be developed in different lessons over a period of four weeks.

Content subject(s)

Visual arts and crafts, Official language, English, Social Science / Social Studies [Geography, History, etc.], Citizenship education / Personal development, Cross-curricular projects.

Introduction

This project has been designed to encourage education on civic values within a local community through a servery and a flyer. The aim is to learn what fair-trade is, how important it is, how a community can benefit from it, recognise the fair-trade logos and to verify if the local community is aware of fair-trade and are responsible in the consumption of fair-trade products. The awareness of environmental, economic and social impact contributes to a more secure, equal and sustainable future for the families.

Relying on a task- and project-based approach, it aims to provide learners with the knowledge of how relevant it is for the produces (farmers) to get a fair price for their products in order to think globally and contribute to the community's development. This will be carried out through an intercultural perspective, encouraging active participation and parents' involvement throughout the process, and foster values such as solidarity, empathy and fairness.

Key competences

Communication in mother tongue	✓
Communication in foreign language	✓
Learning to learn	✓
Social and civic competence	✓
Sense of initiative and entrepreneurship	
Cultural awareness and expression	✓
Digital competence	✓
Mathematical, scientific and technological	✓

AIM OF THE LESSON

a) CONTENT: To become aware of fair trade and how important it is.		
b) LANGUAGE & COMMUNICATION		
Vocabulary	Fair-trade, field workers, plantation owners, shippers, importers, fair price, fair-trade logos, cooperative, premium, products, money, life, environment, climate, family, education, better, higher, conditions, equipment, salary, sell, buy, earn, grow, ...	
Skills	Listening	<ul style="list-style-type: none">- To follow instructions.- To understand key vocabulary from videos.- To be able to understand what others say.
	Speaking	<ul style="list-style-type: none">- To be able to use key vocabulary related to fair-trade.- To be able to build short sentences about fair-trade.- To be able to comment, discuss about fair-trade.
	Reading	<ul style="list-style-type: none">- To be able to read and understand questions.- To be able to read key vocabulary related to fair-trade.- To be able to understand short sentences.- To be able to recognise fair-trade logos.
	Writing	<ul style="list-style-type: none">- To be able to write out questions.- To be able to write short sentences about fair-trade.- To be able to write out a flyer about fair-trade.
	Mediation	<ul style="list-style-type: none">- To retell other people about the awareness of fair-trade.- To involve parents, family, neighbours help.
Function	To design and write out a flyer to call people’s attention to the importance of fair-trade around the world.	
Communication	Discussion and debate about fair-trade.	
c) COGNITION: Perception – Pupils locate on a map some countries that grow and export bananas around the world with the fair-trade mark.		
d) CULTURE: Pupils are aware of the different tasks involved in growing, shipping and selling products (e.g. bananas), based on fair-trade around the world.		

SEQUENCE OF STEPS

STEP 1: WARM-UP (+/- 15 minutes) week 1	
Description	<p>Driving question: Why is the banana split up into different parts?</p> <p>Pupils are asked whether they like eating fruit, what are their favourite fruit, and how often do they eat them.</p> <p>Teacher asks pupils what fruit they have brought for their midmorning/afternoon snack in order to elicit the idea of “bananas”. If no one brings a banana the teacher will say that s/he has one for her snack. Teacher and pupils then talk about bananas – what plant do they come from, where they are grown and how they are grown. Pupils need this information in order to understand the topic on fair trade. They need to know the amount of work is involved in growing, selling and exporting bananas. To make it easy to understand, pupils pin on a world map in class some of the countries that grow and export bananas (Appendix 1). They also watch a short video (https://www.youtube.com/watch?v=7ydnmdlH-Bk) that talks about how bananas are grown and how they are packed to be sold abroad.</p> <p>At the end of the lesson the teacher shows a picture of a banana that has been split up into five different parts (Appendix 2). Teacher promotes curiosity and makes pupils wonder why the banana has been split up into five parts and what does each part represents.</p>
Procedure	<p><i>T- Do you like eating fruit? What is your favourite fruit? Do you eat fruit every day?</i></p> <p><i>T – Did you bring fruit for your midmorning/afternoon snack? Let’s see what we brought?</i></p> <p><i>Ss – I have an apple. / I have some cherries. / I have a banana. (If there isn’t a banana in class the teacher says that he/she brought a banana for a snack.)</i></p> <p><i>T – A banana! Great! Do you know where bananas are grown?</i></p> <p><i>T – Well done! Yes, bananas are grown in Ecuador, Philippines, Colombia, Costa Rica, Guatemala, Ivory Coast and in many other warm tropical countries in the world. (Teacher sticks small pictures of a bunch of bananas on the six main countries that grow banana on the world map in class.)</i></p> <p><i>T – Did you know that bananas don’t grow on trees. They grow on big herbs. Do you know how bananas are grown? Let’s watch a video.</i></p> <p><i>T – Now you know how bananas are grown. Let’s look at this banana. Why do you think this banana is split-up into five different parts? Think about it for our next lesson.</i></p>

Resources and materials	<ul style="list-style-type: none"> - World map - Video on how bananas are grown: https://www.youtube.com/watch?v=7ydnmdlH-Bk - Appendix 1 - Appendix 2
STEP 2: WHY SHOULD WE HAVE FAIR TRADE? (+/- 45 minutes) week 2	
Description	<p>Introduction to fair trade</p> <p>Teacher and pupils recall their previous lesson. Pupils try to answer the question “<i>Why is the banana split up into five different parts?</i>” in order to introduce what fair trade is and how important it is. Each part of the split-up banana represents a group of people that are involved in the process of fair trade – from the field workers to the buyers in the supermarket (each part of the banana is labelled, Appendix 2). All these people need to earn money, but who should earn more and who should earn less? Or should there be a fair price for everyone? Should there be fair trade? Do the local communities benefit from the fair trade? Pupils are encouraged to think about these questions and to come to the right answers (Appendix 3).</p> <p>Afterwards pupils watch a short video (https://www.youtube.com/watch?v=A-iT8UMoEkM) where they are going to learn what fair trade is and how important it is. Pupils will watch the video again in order to elicit some discussion on fair trade, which will be carried out in the pupils’ L1 or in English depending on their level.</p> <p>Subsequently, after discussing the given topic, pupils will consolidate the key words and language frame. In groups, they will do several exercises: a word search on key words from the video, complete sentences with gap filling, and ordering sentences (monitored by the teacher). (Appendix 4)</p> <p>Finally, the teacher asks pupils “how do we know that the products sold are based on fair trade?” The different fair-trade logos are shown to the pupils (Appendix 5). Pupils will be given a task as detectives. They have to take pictures of three different products that have the fair-trade marks.</p>
Procedure	<p><i>T – Remember, in our last lesson we talked about bananas. What do you remember?</i></p> <p><i>T- Well done! We talked about where bananas are grown, and how they are grown and packed. We also saw a split-up banana. It was divided into five parts. Did you think about it? Why is the banana split into five parts? Do you know?</i></p> <p><i>T – Well done! Yes, each part of the banana represents the people that are involved, from the farming until the bananas go to the supermarket. Let’s see. We have the plantation owner, the field workers, the shippers, the</i></p>

	<p>importers, and the sellers from the supermarket/shops (Pupils help the teacher stick the labels on the different portions of the banana).</p> <p><i>T- People are paid for their work. Who do you think should get more money? The plantation owners, the field workers ... Why?</i></p> <p><i>T- Should they all get a fair price for their work and product? Should there be fair trade? What is fair trade?</i></p> <p><i>T- Let's watch a video about fair trade. (Pupils watch the video)</i></p> <p><i>T- So, what is fair trade? That is right! Fair trade is when people produce and sell their products at a fair price. This way they can have better working and living conditions. Their families and communities also benefit from this. They have better conditions.</i></p> <p><i>T- Now, let's see if you really know what fair trade is. You are going to work in groups. You have to do this worksheet. (Teacher explains how each exercise is done and models).</i></p> <p><i>T- When we go shopping how do we know a product is a fair-trade product?</i></p> <p><i>T- Great! Yes, by the logos. The fair-trade logo. The logo is on the product. Let's see some fair-trade logo. (Teacher shows different logos - Appendix 3). Have you ever seen these logos? Have you seen these logos when you go shopping with your mum/dad?</i></p> <p><i>T- Let's be detectives! Next time you go shopping with your mum/dad take photos of three different products that have a fair-trade mark. You can send the photos to me, or you can print them out. We need the photos for our next lesson.</i></p>
Resources and materials	<p>Appendix 2: Picture of a split-up banana</p> <p>Appendix 3: Labels (plantation owner, the field workers, the shipper, the importer and the supermarket/shops)</p> <p>Video: https://www.youtube.com/watch?v=A-jT8UMoEkM</p> <p>Appendix 4: Fair trade worksheet: key words and sentences.</p> <p>Appendix 5: Fair-trade logos</p>
STEP 3: Fair trade detectives (+/- 5 minutes) week 2	
Description	<p>At home:</p> <p>Pupils go shopping (supermarket) with their families. They have to take one photo of three different products that have the fair-trade logo. The aim of this task is to make pupils aware of whether there are or not fair-trade products within their community.</p>

Procedure	<p>T to parents - This week your children have a very special task to do for their project work on Fair-trade. They are going to be detectives. They have to hunt for products with fair-trade logo.</p> <p>Please, take them with you next time you go shopping. They need to take one photo of three different products that have a fair-trade logo, if possible. They have to bring the photos or post them in our classroom platform for our next class. They will need your help. Thank you for your support. (Appendix 6)</p>
Resources and materials	<p>- A note for parents explaining what their child has to do and ask for their support (Appendix 6)</p> <p>- Camera/mobile phone.</p>
STEP 4: Let's find out! (+/- 15 minutes) week 2	
Description	<p>The teacher shows the pictures that pupils took of the three products with fair-trade logo while shopping with their parents. The teacher and pupils discuss what they found. If pupils were unable to find products with the fair-trade logo, the teacher will show some pictures with examples (Appendix 7).</p> <p>The teacher asks pupils if their parents, relatives and neighbours know what fair-trade is, if they are able to recognise the fair-trade logo and if they buy fair-trade products.</p> <p>Teacher then tells the pupils that they need to do survey to find out if people know about fair-trade (Appendix 8). As a whole class, pupils help the teacher to write out the four questions for the survey on the board. After the questions are written out, they are ordered. The teacher then writes out the survey, prints it out and pupils take it home. The survey is done to three different people (family, relatives, neighbours, friends) within their community. They have to hand in the survey filled in before the next lesson so that teacher can work on the date. This could also be done in a Maths class, if possible.</p>
Procedure	<p><i>T- How did your detective work go? Was it difficult/easy to find fair-trade products? Did you find lots of fair-trade products?</i></p> <p><i>T- Let's see the photos that you managed to take.</i></p> <p><i>T-Did your parents know what fair trade is? Do you think your grandparents/aunts and uncles/neighbours/friends know what fair trade is? Do you think they buy fair-trade products?</i></p> <p><i>T- Let's find out. Let's do a survey. What sort of question should we ask?</i></p>

	<p><i>Help me. I will write them down on the board – e.g.: Do you recognise these logos? What do these logos mean? Do you know what fair-trade is? Do you usually buy fair-trade products? Do you know the benefits of fair-trade? ...</i></p> <p><i>T- Now, from all these questions let's choose 4. Let's put them in order.</i></p> <p><i>T- Great! We have our questions for the survey. To be quicker, I will write and print out the questions on a nice sheet of paper so that you can take them home and do the survey. You have to do the survey to three different people. They can be from your family, a neighbour or a friend.</i></p> <p><i>You have to hand in the survey by ...</i></p>
Resources and materials	<p>Pictures (Appendix 7)</p> <p>Survey (Appendix 6)</p> <p>-Whiteboard</p> <p>-School's online platform</p>
STEP 5: Fair trade flyer (+/- 40 minutes) week 3	
Description	<p>The teacher recalls pupils that they had to do a survey to know if people were aware of fair-trade. The teacher shows the results of the survey on a table/graph or pie-chart. The teacher and pupils discuss the results. Pupils will find out that not so many people know about fair-trade.</p> <p>The teacher asks pupils what they can do to make people aware of fair-trade and how important it is. The teacher prompts pupils to do a flyer/pamphlet.</p> <p>Pupils do a flyer/pamphlet that contains the following information:</p> <ul style="list-style-type: none"> ➤ What fair-trade is. ➤ Why it is important. ➤ Fair-trade logos. ➤ The results of the survey done by the pupils. ➤ Moral learning/message for the community on fair-trade. <p>The teacher explains how the flyer/pamphlet should be done and what materials they need to do it. S/he should show a flyer/pamphlet (as a model) so that pupils understand what they have to do. The design of the flyer/pamphlet is optional: on paper or digital design.</p>
Procedure	<p><i>T- How did your survey go? Did you enjoy doing it? Were people happy to answer it? Was it difficult to do?</i></p> <p><i>T- Do people recognise the fair-trade logos? Do people know what fair-trade is? Do they know the benefits of fair-trade? Do they buy fair-trade products? Let's see the results of our survey.</i></p>

	<p><i>T- Some or not many people know what fair-trade is. Some/none recognise the fair-trade marks. Some/none buy fair-trade products.</i></p> <p><i>We must do something about this. What could we do?</i></p> <p><i>T- What a great idea! I like the idea of a flyer/pamphlet. Do you agree?</i></p> <p><i>T- Ok! Let's do a flyer. What will our flyer/pamphlet have? Let's see.. (Pupils give their opinions)</i></p> <p><i>T- Our flyer should be divided into 5 parts: what fair-trade is, why it is important, the different logos, the results of our survey and a message for people to buy fair-trade products.</i></p> <p><i>T- What do we need to make the flyer/pamphlet? We need our worksheet that we did when we watched the video about fair-trade. You also need...</i></p> <p><i>T- Now that we have our lovely flyers/pamphlet, we must give them out in our community so that people know what fair-trade is. Next time they go shopping they will look out for fair-trade products.</i></p>
Resources and materials	<ul style="list-style-type: none"> - Pamphlet template (Appendix 9) - Craftwork material (paper, crayons...) - Computer/tablet (if the design is digital) - Worksheet done in the second step, to help pupils with the key vocabulary, spelling, language frame.

Some suggestions for fast finishers and remedial students.

Fast finishers

- 1-Draw a picture with speech balloons about "The trip of the bananas from the farmer to the supermarket" with speech balloons.
- 2- Pupils look for articles about consumption in magazines/newspapers that are in class.

Remedial students

- 1- Pupils help their classmates.




ASSESSMENT

Different assessment tools have been designed for this lesson plan:

- A rubric for the teacher.

	0	5	10
STEP 1: WARM-UP	Little or no participation in the warming up activity. Little or no interest in watching the video on how bananas are grown.	Participation in the warming up activity. Interested in watching the video on how bananas are grown	Participated actively in the warming up activity. Very interested in watching the video on how bananas are grown.
STEP 2: WHY SHOULD WE HAVE FAIR TRADE?	Little or no participation in the discussion about fair trade. Used mostly mother tongue during the discussion.	Participation in the discussion about fair trade. Used English and mother tongue during the discussion.	Active participation in the discussion about fair trade. Used English and sometime mother tongue during the discussion.
STEP 3: FAIR TRADE DETECTIVES	Does not go to the supermarket nor takes photos.	Goes to the supermarket and takes some photos of the fair-trade products.	Goes to the supermarket with interest and takes photos of the fair-trade products.
STEP 4: LET'S FIND OUT	Little or no participation in writing and doing the survey. Uses mostly mother tongue during the discussion.	Participation in writing and doing the survey. Uses English and mother tongue during the discussion.	Active participation in writing and doing the survey. Uses English and sometime mother tongue during the discussion.
STEP 5: FAIR TRADE FLYER	Little or no participation in writing and making the flyer. Uses mostly mother tongue while making the flyer.	Participation in writing and making the flyer. Uses English and mother tongue during the flyer.	Active participation in writing and making the flyer. Uses English and sometime mother tongue during the flyer.

- **Can-do statement rubric for students (for self-assessment and peer-assessment).**

I CAN.....			
See myself in a social group. Work in a group. I can listen and help my partners.			
Recognise fair-trade logos and I know what fair-trade is.			
Understand keywords and simple sentences about fair trade.			
Hunt for fair trade logos and enjoy me self.			
Explain to parents/ relatives/neighbours/friends what fair trade is.			
Do a survey and I know how to do one.			
Recognise the main parts of a flyer/pamphlet.			

Appendix 1: Names of countries

Ecuador

Costa Rica

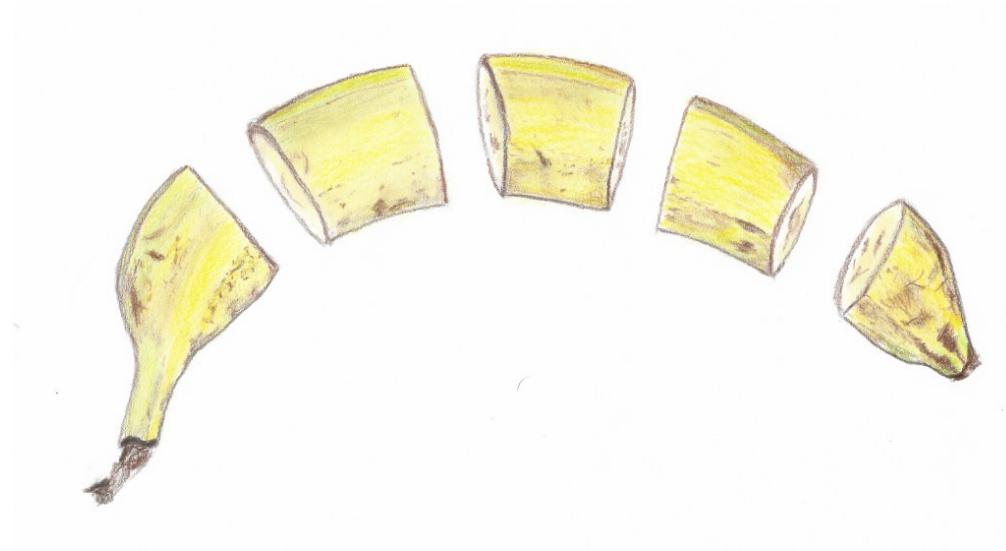
Guatemala

Philippines

Ivory Coast

Colombia

Appendix 2: Fair-trade banana (painting)



Painting by António Martins
(Art teacher in AEGX-Portugal)

Appendix 3: Fair-trade banana labels

Plantation owner

Field workers

Shippers

Importers

Sellers

Exporters

Appendix 4: Fair-trade worksheet



1. Find 18 words related to fair-trade in the wordsearch.

S	e	n	v	i	r	o	n	M	e	n	t	z	y	Fair-trade			
X	s	h	i	p	p	i	n	G	y	q	w	n	b	trade	x	supermarket	
V	a	h	i	g	h	e	r	L	i	f	e	o	e	fair		shipping	
Y	e	n	o	m	c	l	i	M	a	t	e	i	t	cooperative		farmer	
L	c	o	o	p	e	r	a	T	i	v	e	t	t	price		environment	
I	k	x	h	d	g	x	f	P	i	c	e	a	e	premium		climate	
M	l	s	a	n	o	i	t	l	d	n	o	c	r	products		family	
A	h	r	p	r	e	m	i	U	m	s	w	u	q	money		life	
F	t	z	t	s	t	c	u	D	o	r	p	d	x	better		education	
B	s	u	p	e	r	m	a	R	k	e	t	e	d	higher		conditions	

2. Complete the sentences with the words in the word bank.

pack	place	coffee	sell	transport	grow	sugar	exporters
------	-------	--------	------	-----------	------	-------	-----------

- The farmers grow crops like bananas,, tea, rice, cacao and
- The field workers work hard for the crops to They harvest and what they produce.
- The shippers the products from one to another.
- The buy the products from the farmers and them to the supermarkets.

3. With your partner order the sentences about fair-trade.

1	-People work hard to produce a product like bananas and coffee.		-They get extract money called fair-trade premium.
	-They get a fair salary so they can give their families better living conditions.		-Fair-trade also helps protect the environment and climate.
	-This money helps people improve their community by building schools, hospitals and wells.		-They work in a cooperative to learn and help each other.
	-They sell the product at a fair price.		-They can also get better farming equipment and invest in organic farming.

Now write out the sentences in order.

.....

.....

.....

.....

.....

.....

Appendix 5: Fair-trade logos



Appendix 6: Letter to families

English version



THE NAME OF THE SCHOOL

IDENTIFICATION OF THE TEACHER:

SUBJECT OF THE LETTER: FAIR-TRADE PROJECT

DATE:



Dear parents/guardians,

This week your children have a very special task to do for their project work on Fair-trade. They are going to be detectives. They have to hunt for products with fair-trade logos.

Please, take them with you next time you go shopping. They need to take one photo of three different products that have a fair-trade logo, if possible. They have to bring the photos or post them in our classroom platform for our next class. They will need your help.

Thank you for your support.

.....

[teacher's name]



Romanian version



ȘCOALA:

PROFESOR:

SUBIECTUL SCRISORII:

DATA:

Dragi părinți/tutori,

În cadrul Proiectului Internațional Clil4YEC, în săptămâna aceasta, copiii dumneavoastră vor avea de făcut o sarcină specială pentru activitatea intitulată "Fair-trade". Ei vor urma să fie detectivi! Ei trebuie să caute produse care au logo-ul cu fair-trade.

Vă rugăm să îi duceți la cumpărături. Vor trebui să facă poze la trei produse diferite care au logo-ul fair-trade, dacă este posibil. Apoi să aducă fotografiile printate sau să le încarce pe platforma clasei, pentru a le folosi ora următoare. Așa că vor avea nevoie de ajutorul dumneavoastră!

Vă mulțumim pentru sprijinul acordat!

.....

(profesor)



Portuguese version



NOME DA ESCOLA

IDENTIFICAÇÃO DO PROFESSOR:

ASSUNTO:

DATA:

Caros pais / Encarregados de Educação,

Esta semana os vossos filhos terão que realizar uma tarefa muito especial no âmbito do projeto “Comércio Justo”, para a qual solicitamos a vossa ajuda e participação.

Os vossos educandos serão “jovens detetives” e a sua missão é procurar produtos, nos estabelecimentos comerciais, que tenham um dos logotipos de comércio justo.

Na próxima vez que forem às compras, agradecemos que os levem convosco. Eles precisam de tirar uma foto de três produtos diferentes que tenham o logotipo de comércio justo, se for possível. Eles deverão trazer as fotos impressas para a aula de AE ou enviá-las para o email da professora Eles certamente precisarão da vossa ajuda.

Gratos pela vossa compreensão e apoio.

Atenciosamente



Spanish version



NOMBRE DEL CENTRO

IDENTIFICACIÓN DEL DOCENTE:

ASUNTO:

FECHA:

Estimadas familias:

Esta semana vuestros hijos tienen una tarea muy especial para nuestro proyecto sobre comercio justo. Van a ser detectives. Tienen que buscar productos con los logotipos de comercio justo.

Por favor, llevadlos con vosotros la próxima vez que vayáis de compras. Tienen que hacer una foto de tres productos diferentes que tengan un logotipo de comercio justo, si es posible. Deberán traer las fotos o subirlas a la plataforma de nuestra clase hasta (fecha). Necesitarán vuestra ayuda.

¡Muchas gracias por vuestra colaboración!

[Nombre del docente]



Italian version



IL NOME DELLA SCUOLA:

IDENTIFICAZIONE DELL'INSEGNANTE:

OGGETTO DELLA LETTERA:

DATA:

Care famiglie,

questa settimana le/i vostre/i figlie/i hanno un compito molto speciale per il nostro progetto sul **commercio equo e solidale**. Diventeranno detective. Devono cercare i prodotti con il logo del commercio equo e solidale.

Portateli con voi la prossima volta che andate a fare la spesa. **Dovete fotografare tre prodotti diversi** che abbiano il logo del commercio equo e solidale, se possibile. Le/i vostre/i figlie/i devono portare le foto a scuola o caricarle sulla nostra piattaforma di classe entro [data].

Sicuramente le/i vostre/i figlie/i avranno bisogno del vostro aiuto!



Esempi di loghi

Grazie mille per la vostra collaborazione!

[Nome dell'insegnante]

Appendix 7: Pictures of fair-trade products

Bananas

<http://www.fruitnet.com/eurofruit/article/173460/consumers-happy-to-pay-fairtrade-premium>



Chocolates

https://www.google.com/search?q=fair+trade+chocolate&rlz=1C1GCEA_enPT903PT903&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjHtNeRgfbuAhUEaRUIHdDyDNMQ_AUoAXoECACQAw&biw=1536&bih=666#imgsrc=CDODotjDZV83DM&imgdii=jG7iTaz8ZdOsJM

https://www.google.com/search?q=fair+trade+chocolate&rlz=1C1GCEA_enPT903PT903&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjHtNeRgfbuAhUEaRUIHdDyDNMQ_AUoAXoECACQAw&biw=1536&bih=666#imgsrc=sbChz6W7eTjN_M



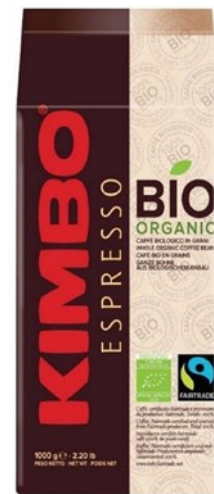
Tea

https://www.google.com/search?q=fair+trade+tea&tbm=isch&ved=2ahUKEwib3fGSgfbuAhUBIBoKHV6fBDYQ2-cCegQIABAA&oq=fair+trade+tea&gs_lcp=CgNpbWcQAzIECAAQEzIECAAQEzIICAAQBRAeEBMMyCAGAEAgQHhAtOGIiADoECAAAQHIDVxSVYj9kIYMXbjJWgAcAB4AIAbBlgBrQmSAQM3LjWYAQCgAQGgAQtnD3Mt d2l6LWltZ8ABAQ&sclient=img&ei=BLcvYJvLDoGoat6-krAD&bih=666&biw=1536&rlz=1C1GCEA_enPT903PT903&imgsrc=ptaKfyyF1VzUcM



Coffee

https://www.google.com/search?q=fair+trade+coffee&tbm=isch&ved=2ahUKEwjLh7-XhPbuAhVKaBoKHcikD5IQ2-cCegQIABAA&oq=fair+trade+coffee&gs_lcp=CgNpbWcQAzICC AAYBAGAEb4yBAGAEb4yBAGAEb4yBAGAEb4yBAGAEb4yBAGAEb4yBAGAEb4yBAGAEb46BAGAEbM6CagAEAgQHhAT UINgWMR1Ylt8aABwAHGAgAFfiAHCb5IBAjExmAeAoAEbqgELZ3dzLXdpei1pbWfAAQE&sclient=img&ei=M7ovYluiDMrQacJvp AJ&bih=666&biw=1536&rلز=1C1GCEA_enPT903PT903#imgrc=aRTRZENrjvp04M&imgdii=2D5BwkKASauT1M



[https://www.google.com/search?q=fair+trade+coffee&tbm=isch&ved=2ahUKEwjLh7-XhpBuAhVKABoKHcikD5IQ2-cCegQIABAA&oq=fair+trade+coffee&gs_lcp=CgNpbWcQAzICCAAYBAGAE B4yBAgAEB4yBAgAEB4yBAgAEB4yBAgAEB4yBAgAEB4yBAgAEB46BagAEBM6CAgAEAgQHhATUINgWMR1YLt8aABwAHGAgAFfiAhCB5IBAjExmAeAoAEBqgELZ3dzLXdpei1pbWfAAQE&sclient=img&ei=M7ovYluiDMrQacjJvpAJ&bih=666&biw=1536&rllz=1C1GCEA_enPT903PT903#imgrc=2D5BwkKASauT1M&imgdii=79p8FehOTkOUQM](https://www.google.com/search?q=fair+trade+coffee&tbm=isch&ved=2ahUKEwjLh7-XhpBuAhVKABoKHcikD5IQ2-cCegQIABAA&oq=fair+trade+coffee&gs_lcp=CgNpbWcQAzICC AAYBAGAE B4yBAgAEB4yBAgAEB4yBAgAEB4yBAgAEB4yBAgAEB4yBAgAEB46BagAEBM6CAgAEAgQHhAT UINgWMR1YLt8aABwAHGAgAFfiAhCB5IBAjExmAeAoAEBqgELZ 3dzLXdpei1pbWfAAQE&sclient=img&ei=M7ovYluiDMrQacjJvp AJ&bih=666&biw=1536&rllz=1C1GCEA_enPT903PT903#imgrc=2D5BwkKASauT1M&imgdii=79p8FehOTkOUQM)



Clothes

https://www.google.com/search?q=fair+trade+clothes&tbm=isch&ved=2ahUKEwiSNOfhPbuAhUVBoKHfY7A2AQ2-cCegQIABAA&oq=fair+trade+clothes&gs_lcp=CgNpbWcQAzIECAAQEzIICAAQCBAeEBM6AggAOgQIABAEogQIABBDoggIABAFEB4QE1ClvBJYq9wSYMreEmgBcAB4AIABblgB2giSAQM5LjOYAQCgAQGgAQtnD3Mtd2l6LWltZ8ABAQ&sclient=img&ei=RLovYJLKE5X4a_b3jlAG&bih=666&biw=1536&rlz=1C1GCEA_enPT903PT903#imgrc=2eNCO8mWA-hQpM



Appendix 8: Survey on Fair-trade



School's Name

Fair-trade Survey

I am and I attend**School**. I am in **year 5**. My class is working on a project about fair trade. We are doing a survey to find out if people in our community know what fair trade is and if they are aware of it.

Would you like to help us by answering following questions?

You just need to put a cross in the right place (X).

1. Age group:	20-30	31- 40	41-50	51 -60	More than 60

2. Gender: Male ☐ Female ☐

3. Level of education:	Primary School (Year 4)	Middle school (Year 9)	Secondary School (Year 12)	University Bachelor Master Doctor

	Yes	No	I am not sure
4. Do you recognise these logos?			



https://www.google.com/search?q=free+fair-trade+logos+&tbm=isch&ved=2ahUKEwjHuaD70uHuAhVSBWMBHTLnDdIQ2-cCegQIABAA&oq=free+fairtrade+logos+&gs_lcp=CgNpbWcQA1Dc8kiY5_xJYICCSmgAcAB4AIAB4AOIAdULkgEJNS4yLiEuMC4xmAEAoAEBqgELZ3dzLXdpei1pbWfAAQE&sclient=img&ei=OwolYlewNdKKjLsPss63kA0&bih=650&biw=1138&safe=strict&hl=pt-PT#imgsrc=5vRtx4MRaiNjAM

	Yes	No	I am not sure
5. Do you know what fair-trade is?			
6. Do you usually buy fair-trade products?			
7. Do you know the benefits of fair-trade?			

Thank you for taking the time to answer these questions.

Appendix 9: Pamphlet template

5	6	1
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2	3	4

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The CLIL4YEC 18 Lesson Plan Package is divided into 3 modules, one for each cross-curricular area: Citizenship, Environmental and Financial Education. These modules are divided into 2 topics; that is, 2 lesson plans for each of the 3 age groups (younger, intermediate, and older group). Thus, every module comprises 6 lesson plans.