Gegenstand: Geography
Thema: Climate Change

Farbcode:
Blau hinterlegt. = Bloom'sche Taxonomie angewandt.
Grün hinterlegt = Scaffolding angewandt

Activity Type/Method and Classroom Format (group work, pair work, …)	1. Guessing the topic of the lesson and looking up vocabulary (=remembering & evaluating)	group + individual + pair
	2. Matching vocabulary (=remembering & understanding)	pair
	3. Watching a video and note-taking (= understanding & remembering)	individual
	4. Completing a chart and discussing results (= understanding, applying & analyzing)	pair
	5. Using a carbon footprint calculator and discussing the results (= understanding, applying & analyzing)	individual + pair
	6. Creating a mindmap (= evaluating & creating)	pair
	7. Writing and sketching a storyboard for a short film clip (= creating)	group
Time	5x 50 min.	
Resources (handout, book, …)	Video: Climate Change 101 by NCCSsg https://www.youtube.com/watch?v=BipeoswXC7s (18/1/2020) Calculator: Carbon footprint calculator by the WWF https://footprint.wwf.org.uk/#/ (18/1/2020) Mindmeister (www.mindmeister.com) StoryboardThat (www.storyboardthat.com)	
Content-Related Learning Outcome	• Students know the reasons for climate change and the results if global warming continues • Students know what governments can do against climate change • Students know what everybody of us can do against climate change • Students know their own carbon footprint	
Language-Related Learning Outcome	• Students know basic words and terms connected to the topic Climate Change • Students can complete a chart with given information • Students can create a mindmap • Students know how to write a storyboard for a short film clip	

Lehrplanbezug BAfEP: III. Jahrgang, 5. Semester (Kompetenzmodul 5); „Umgang mit Ressourcen, ökologischer Fußabdruck" (BAfEP Lehrplan 2016, S 42. https://bafep10.at/wp-content/uploads/2016/03/VO-Lehrplan-neu-Juli-2016_Deckblatt.pdf)
Lehrplanbezug HAK: V. Jahrgang, 9. Semester (Kompetenzmodul 9); „Aspekte der Internationalisierung und Globalisierung: wirtschaftliche , gesellschaftliche, ökologische, politische und kulturelle Zusammenhänge" (HAK Lehrplan 2014, S. 83. https://www.hak.cc/files/syllabus/Lehrplan_HAK_2014.pdf)
**Lehrplanbezug HLW:** IV. Jahrgang, 8. Semester (Kompetenzmodul 8); „Ökonomische und ökologische Nachhaltigkeit." (HLW Lehrplan 2014, S 44. https://www.hum.at/images/aktuelles/formulare/SV_Beilagen_Lehrplaene_Hum/SV-Beilage_HLW_ohneAM_27_2_2014.pdf)

Einsatz im Englischunterricht: Das Unterrichtsbeispiel ist auf den Lehrplan im Fach Geografie und Wirtschaftskunde abgestimmt.
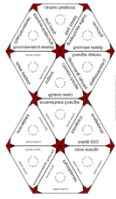
Climate Change

Task 1:

Look at the word cloud your teacher shows you and guess what the topic of the next few lessons will be. See if you are right and look up three words of your own choice … Get into pairs and explain the meaning of your words to your partner. When you have finished, switch partners at least twice.
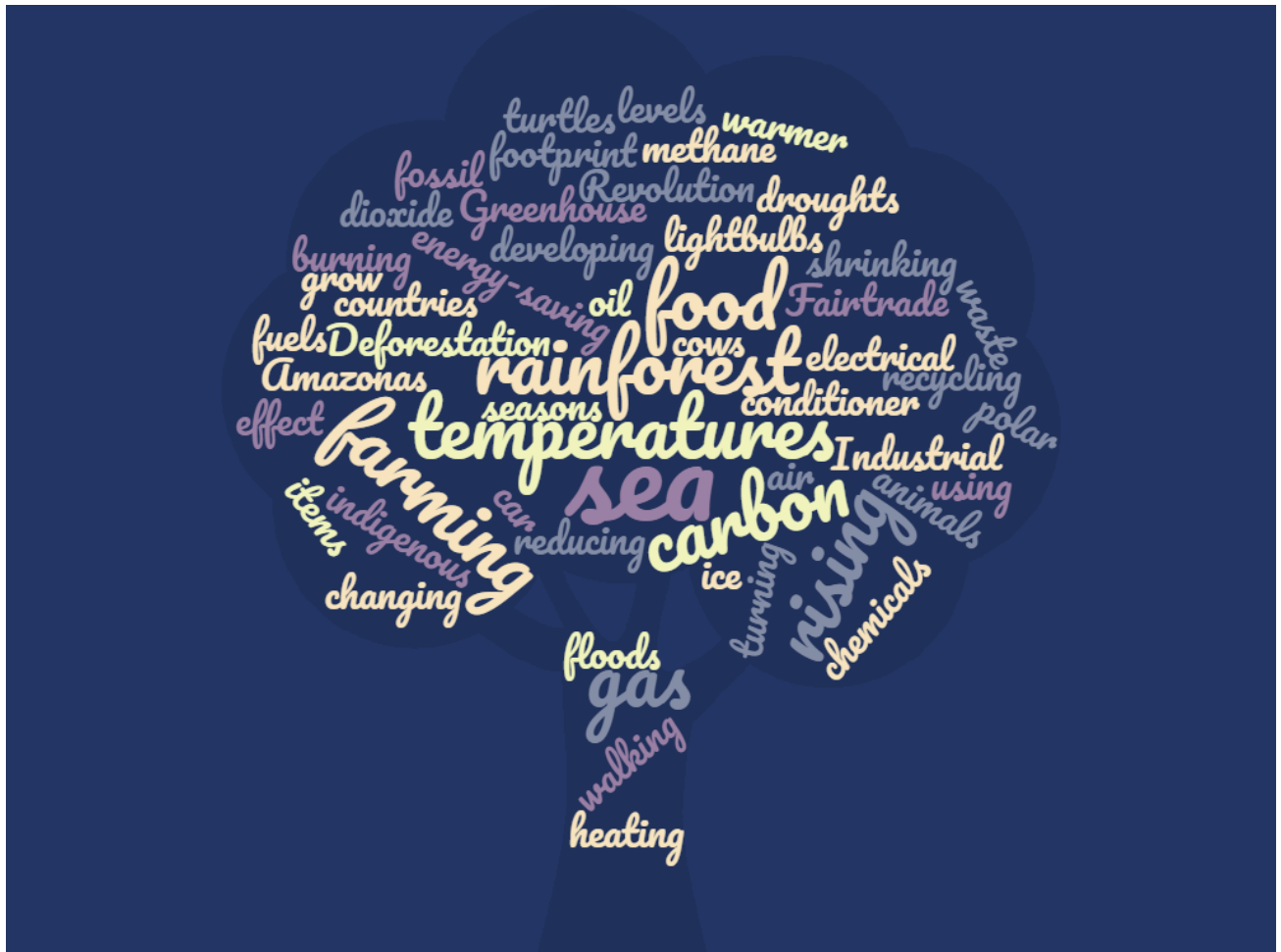
Task 2:

Get into **pairs**, cut out the TRIMINOS and then **match** the German words to their English translations.

Task 3:

Watch the short video "Climate Change 101" about the impacts of climate change on your mobile device/computer. Take notes of the content of the video, as you will need them for task 4.

If you have any questions, your teacher is ready to help.

https://www.youtube.com/watch?v=BipeoswXC7s

Task 4:

Get into pairs and **discuss** how you want to **complete the writing frame** below.
Use the notes you have taken in task 3. When you have finished your frame, switch partners and compare the frame with your new partner.

main cause for climate change

activities that cause the earth getting warmer

how does climate change affect me personally

what can we do to make our city more eco-friendly like Singapore

what can students do to reduce their carbon footprint

Task 5:
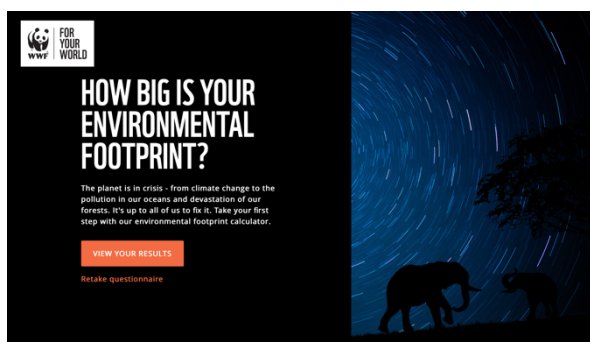
Go to the carbon footprint calculator of the WWF by using your mobile device/computer and **calculate** your personal carbon footprint. If you aren't sure of certain answers, just guess. When you are done, form pairs (find a parter with whom you haven't worked together yet) and **discuss** your results.

Stay in pairs for task 6.
https://footprint.wwf.org.uk/#/

Task 6:

In pairs **create** a mindmap / list about what you and your school could do to fight climate change and reduce your/ your school's carbon footprint. You might want to use www.mindmeister.com to do this online.

Task 7:

Form **teams** of four and **discuss** your mindmaps. After that you should **produce** a storyboard for your own short film clip. In this clip you should present tips how we can reduce our carbon footprint and thus fight climate change. The film clip should be two to three minutes long.

Steps for your production:
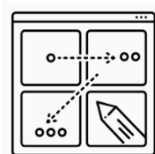
- find a title for your film clip
- create a storyboard (sketch and write the text for the different sequences of your film clip) with the template your teacher is giving you.
- You might want to use www.storyboardthat.com to do this online.
  (very easy to use and browser based)

Key

Task 4:

main cause for climate change
• human activities

activities that cause the earth getting warmer
• burning large amounts of fossil fuels • deforestation to expand cities and agriculture

how does climate change affect me personally
• feeling unwell because of higher temperatures • water shortage in summer • threatened animals and ecosystems • extreme weather conditions and rising sea levels can damage our homes, can lead to migration • favourite food can become more expensive

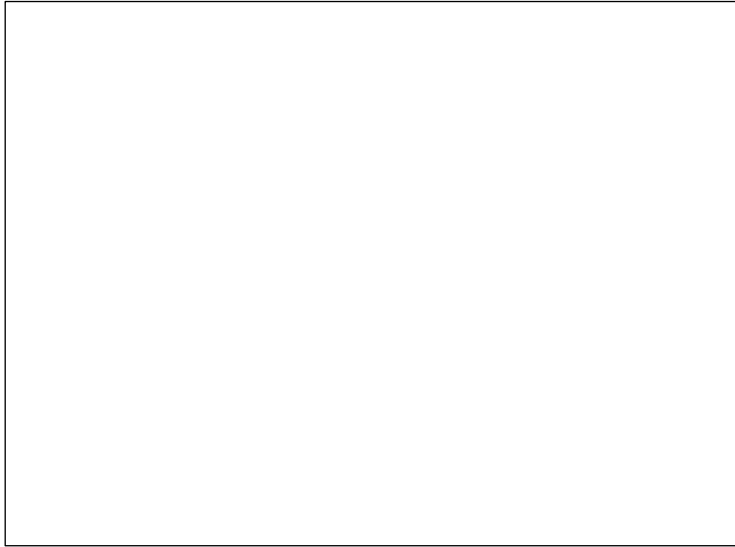| what can we do to make our city more eco-friendly like Singapore |
|---|
| • power future homes with renewable energy and equip it with energy efficient items
• promote cycling and walking for transport if possible
• support clean energy sources
• protect cities from the impacts of climate change (safeguard the coast or better draining systems) |

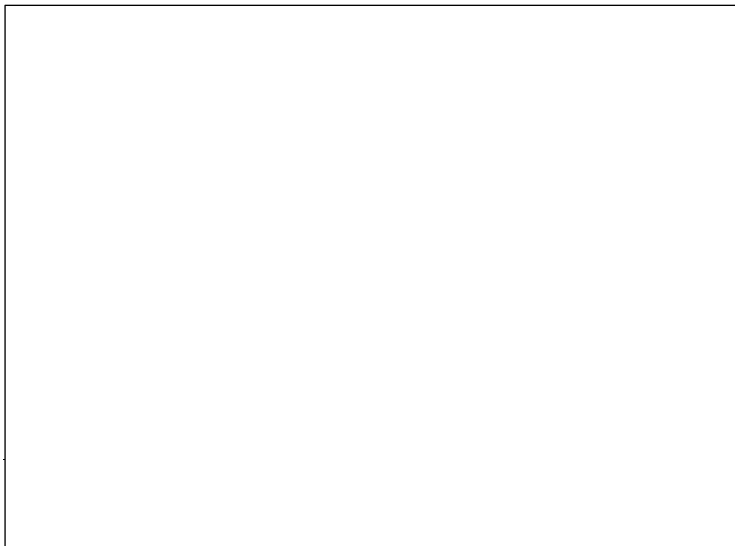| what can students do to reduce their carbon footprint |
|---|
| • save electricity
• take public transport
• practice the three "R" - reuse, reduce and recycle |

Titel of the film clip:

Description of the scene:

Text:

Text: