

Lesson Plan Template

For lesson plans, we ask that you complete the following template. Lesson plans involving sustainability can supplement curriculum across a variety of subject areas and can take place in or outside the classroom and we encourage you to share your creativity in this subject! Please contact Ann.Nielsen@asu.edu with any questions or concerns.

1. Personal Information	
Name	Laís Amélia Silva Lobo
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School	ASU
District	Arizona
Grade Level/Audience	EFL Intermediate level (B1-B2)
Number of Students	Up to 30 (To be developed in groups or individually)

2. Lesson

Title	Turn it Around: Making a change in your own community.
Brief Description (<150 words)	This lesson follows the 21 st Century Learning Skills Framework, more specifically the 4C's of learning: communication, collaboration, critical thinking, and creativity. Although the 4Cs are presented in the lesson separately, they integrate with each other throughout the whole lesson. Students' prior knowledge guides the work and throughout the lesson, they have opportunities to broaden Global Awareness and think, plan and engage in actions for change. Students have also the opportunity to practice specific vocabulary, reading, listening, and speaking skills in the EFL Classroom.
Subject(s)	English as a Foreign Language
Length of Lesson	2-4 hours
3. Vocabulary <i>(Please add spaces for more terms as needed)</i>	
Term	Definition
Climate Change	Change in the statistical properties of the climate system when considered over periods of decades. A change in the world's climate. (https://www.thefreedictionary.com/)
Global Warming	Global warming occurs when carbon dioxide (CO ₂) and other air pollutants collect in the atmosphere and absorb sunlight and solar radiation that have bounced off the earth's surface. (https://www.nrdc.org/)
Greenhouse Effect	The natural situation in which heat is retained in Earth's atmosphere by carbon dioxide, methane, water vapor, and other gases. (Definition by Quizlet)
Greenhouse Gas Emission	Gas in the atmosphere that absorbs and emits radiation within the thermal radiation range, CO ₂ , water vapor, methane, and nitrous oxide. (Definition by Quizlet)
Fossil fuels	Coal, oil, natural gas, and other fuels are ancient remains of plants and animals. (Definition by

	Quizlet)
Carbon Dioxide (CO ₂)	Gas (waste) is released by body cells, transported via veins to the heart, and then to the lungs for exhalation. (Definition by Quizlet)
Droughts	Long periods of dry weather without rainfall. (Definition by Quizlet)
Floods	An overflowing of a large amount of water beyond its normal confines, esp. over what is normally dry land. (Definition by Quizlet)
Animal extinction	Loss of species from specific habitats due to changes in climate. (Definition by Quizlet)
Melting Glaciers	When mountain glaciers and ice on Greenland and Antarctica melt or calves off, the water flows into the oceans, and sea levels rise. (Definition by Quizlet)

4. Materials/Resources Required *(Please add spaces for more materials/resources as needed)*

TiA Flashcards (Virtual or hard copy)
 Students' notebooks, pencils, and pens.
 Color pencils, crayons, and markers.
 Digital tools (if applicable to the school)
 Tri-Fold Corrugated Display Board

5. Background

What do the students know already about the topic? What knowledge might you need to scaffold for your students to understand the lesson?

Students should know essential vocabularies such as global warming, earth heat, droughts, floods, and greenhouse gas emissions. As a strategy to make sure students know the main vocabulary required for the lesson, they can study previously the set of flashcards on Quizlet available here: https://quizlet.com/_bzi7k0?x=1jq&i=171qn8. Teachers can duplicate the cards and include terms as appropriated. Students can read and listen while studying the cards.

6. Activity/Lesson

Short activity at the beginning of a lesson that engages students, activates prior knowledge, brings one lesson to the next, or prepares students for new subject matters.

CRITICAL THINKING & COMMUNICATION

1. Present the deck of cards or the website from the Turn it Around project. Project or show students the art of random cards. Ask them to observe and think about how the art is related/connected to Climate Change.

This activity will rescue the student's previous knowledge about the themes of sustainability and climate change; improve the ability to observe the artwork from its analysis, description, and interpretation using the Visual Thinking Strategies teaching method; develop the ability to think critically; broaden the student's knowledge of the topics covered and arouse interest in social issues and their relationships with language, culture, and education.

Start the lesson with an adaptation of the Visual Thinking Strategy method:

- Show students a card and ask them the 3 VTS essential questions:

What's going on in this picture?

What do you see what makes you say that?

What more can we find?

The questions will allow the students to think actively, think critically and practice communication skills. They will rescue vocabulary on the topic, practice listening skills. Listen carefully to the students answers and paraphrase what they say. Compare the different opinions and encourage students to reflect beyond their knowledge on the topic and based on the classmates' ideas. (Housen & Yenawine, 2001).

COLLABORATION

Brainstorming:

2. Conduct students to reflect on the things they have mentioned and that are relevant to their community. Ask them the following questions:

Why is the name of the project Turn it Around?

What are the main climate issues you observe in your community? (As students mention the issues they observe, the teacher scribes the words on the board.)

How can you help to turn those issues around?

Include the prompts from the card so the students can choose what they want to talk about. The prompts are:

- *What do we need to learn to ensure we and our planet thrive and survive?*
- *Let other youth know where you find hope and resilience as you face uncertain future. What excites you about the future?*
- *Tell policymakers about your non-human teachers (i.e.. Animals, plants, nature, ancestors, technology etc.) what do they teach you and how?*
- *Tell leaders what you want them to know (or remember) when they make decisions about your future*
- *Share that lesson you have learned from your ancestors that you want to pass on future generations.*
- *Tell leaders why climate education should be included in your learning today.*
- *Describe something that you can learn in nature that you cannot learn from school.*

Tech version: Use websites such as *Poll Everywhere* or *Mentimeter* to create the word cloud with the students. Analyze the graph with them: What are the biggest words? What do they represent? And the smallest? Are they less important? What does that mean? (Sometimes the less mentioned issues are not less important but reflects the fact that not many people are aware of its existence. The less mentioned here can be a great topic to further study and reflection.)

- a. Form groups of students and ask each to choose one of the prompts from the cards to address an issue they notice in their community. They must collaboratively write a paragraph answering the chosen prompt on their notebooks. The paragraph must present the topic, why it matters to their community and a strategy to overcome it.

Idea for scaffolding student's composition:

- b. Students make a list of ideas they gather from the group as an answer.
- c. Students merge similar ideas or remove the redundant ones.

- d. Students develop their paragraphs from the final outline.

Tech version: Use a collaborative text editor such as Google Docs to students write their paragraph.

CREATIVITY

3. Create a tri-fold Display board addressing the chosen local climate issue with the written text of the students and creative decoration: students can draw or scrapbook their ideas: the topic, why it matters to their community and a strategy to overcome it. Provide different types of materials students can use to make their displays. Model with pictures of examples retrieved from the internet search engine. Present to the classroom or other classrooms in the school.

Tech version: Use websites such Canva or Adobe Design to create infographics that can be published on the school's website or the classroom blog.

ASSESSMENT

Teachers can use this rubric to assess student's work:

(Or replace it for another more appropriate to their classroom setting and students levels)

Engagement

- | | |
|-----------|---|
| 2 points. | Students engaged in the lesson and discussed the theme openly using the studied vocabulary. |
| 1 point. | Students engaged in the lesson by collaborate with the activities but were not able to express their ideas or opinions. |
| 0 point. | Students did not engage in the activities. |

Written Production

- | | |
|-----------|---|
| 2 points. | Students wrote an outline and were able to write the paragraph with correctness and appropriate vocabulary. |
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- 1 point. Students wrote an outline and were able to write the paragraph with some level of correctness and appropriate use vocabulary, with some grammar mistakes.
- 0 point. Students did not write a paragraph

Teamwork

- 2 points. Students communicated and worked collaboratively, listening to their fellows' opinions respectfully and considering their ideas addressing the differences with patience
- 1 point. Students communicated and worked collaboratively, listening to their fellows' opinions respectfully and considering their ideas but struggled with addressing differences.
- 0 point. Students did not work collaboratively.

Oral Presentations

- 2 points. Students presented their work orally with appropriate vocabulary and pronunciation and following a sequence of ideas.
- 1 point. Students presented their work orally with appropriate vocabulary and pronunciation but did not follow a clear sequence of ideas.
- 0 point. Students did not work present orally.

7. References

Housen, A., & Yenawine, P. (2001). Understanding the basics. New York: Visual Understanding in Education (VUE). Retrieved July, 18, 2010.

