

Europeana Learning Scenario
(Teachers)

Title

Climate Change- there is no plan(et) B

Author(s)

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Abstract

This Learning Scenario is intended for a lower secondary EFL classroom. It provides students with the opportunity to explore the topic of Climate Change, enrich their vocabulary, collaborate, produce and reflect on their own work. It is about raising awareness of environmental issues. Students present their final products in class, vote for the best one, and are inspired to take positive action in their community. Students learn how to use Europeana platform and become familiar with the concept of copyright.

Keywords

Climate change, digital literacy, EFL, environment, sustainable development

Table of summary

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|---------------------------------|--|
| Subject | <i>English, Environmental studies, ICT</i> |
| Topic | <i>Climate change</i> |
| Age of students | <i>14</i> |
| Preparation time | <i>1 hour (time to prepare and moderate the online teaching material)</i> |
| Teaching time | <i>175 minutes</i> |
| Online teaching material | climate.nasa.gov genial.ly Tricider eclass Canva Padlet Mentimeter survey Mentimeter voting wordreference dictionary edpuzzle interactive video .video-how do we stop global warming? |



| | |
|---------------------------|---|
| | <p><u>The human crisis and the 3 Es-Europeana blog</u> <u>effects of climate change</u> <u>video- what can we do about climate change?</u> <u>infographics- protecting our planet starts with you</u> <u>genial.ly choice board</u> <u>a matching QUIZ</u> <u>QUIZ climate change grouping causes effects solutions</u> <u>evaluation of the project work</u> <u>peer evaluation rubric</u> <u>student self-reflection sheet</u></p> |
| Offline teaching material | <p><i>paper, pens, pencils, markers, coloured pencils</i></p> |
| Europeana resources used | <p><u>National parks of Europe</u> <u>Lake in a Swiss Park</u>-(no copyright, no share) <u>Pollution: an industrial legacy</u> <u>The human crisis and the 3 Es</u> <u>By the sea. A Spring Day</u>-(no copyright) <u>Apple Tree in Blossom</u> (no copyright) <u>Tulip Fields</u> <u>Generating electricity and power</u></p> |

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Integration into the curriculum

As far as English language learning is concerned, the topics of global environmental issues and climate change are part of the national curriculum and are appropriate for the students' English language level, which is B1, according to the Common European Framework of Reference for Languages (CEFR). The learning scenario aims at developing reading, writing, listening and speaking skills as well as digital skills. It enhances group work. It is designed on an interdisciplinary approach combining English, Environmental studies, Art and ICT.

Aim of the lesson

The students will develop listening, reading, speaking and writing communicative competences. They will raise their awareness of the environmental issue of climate change and enrich their vocabulary. They will enhance their reflection and their critical thinking skills. By exploring the Internet and producing digital presentations they will improve their digital skills. Students will also use different strategies of language acquisition and develop their creativity and independence as well as active citizenship.

Outcome of the lesson

After the lesson students will be able to identify and talk about the causes and effects of climate change. They will be able to understand a simply structured text (article, text on a website, video) which refers to familiar issues related to the environment and understand the general idea, the topic it deals with. They will be able to suggest or comment on simple everyday actions that can help to protect the environment. They will create presentations in order to raise awareness of environmental problems.

Trends

Project-Based Learning: students receive fact-based tasks, problems to solve and they work in groups.

Flipped Classroom: students master basic concepts of the topic at home. Time spent in the classroom is used to reflect, discuss, and develop topics.

Collaborative Learning: a strong focus on group work.

Peer learning: students learn from peers and give each other feedback.

Key competences

Creativity and Innovation - Students are engaged in a number of activities, they come up with new ideas using ICT tools and work creatively with others.

Critical Thinking and Problem Solving - Students analyze each other's outcomes, make connections between information, reflect critically on learning experiences.

Communication - Students are expected to communicate using written and oral language, work on authentic contexts and assess their peers by using rubrics so as to promote reflective learning.

Collaboration - Students work together to accomplish a common goal and share responsibility for collaborative work.

ICT Literacy - ICT tools are used to research, organize, communicate and evaluate information.

Literacy is reinforced since the students are expected to identify and express opinions and feelings in both oral and written form.

Activities

| Name of activity | Procedure | Time |
|--|--|-------------------|
| Preparatory Phase | | |
| Fill in the mind map about Climate Change | <p>Following flipped classroom approach the teacher makes use of eclass (an asynchronous digital teaching platform suggested by the Greek Ministry of Education) and provides students with written instructions: she announces the topic and the aim of the lesson. She also informs the students about their tasks and the final product.</p> <p>Students are invited to complete a Canva mind map which has been inserted as a link to the instructions. Having to answer certain questions found in the instructions, students activate their prior knowledge and lexical schemata on the topic of climate change. By completing the shared mind map, they record the vocabulary they know about the topic.</p> <ul style="list-style-type: none"> · What causes climate change? · What are its effects on the natural environment, on wildlife, on mankind? · What can we do to deal with global warming? How can we reduce the energy we consume? · How can we take action in order to inform the local community and raise awareness? · Which forms of energy are renewable and environmentally friendly? <p>The teacher also introduces a link to an online dictionary that students can refer to if they need help. Moreover, the teacher embeds (in the instructions) an H5P course presentation with useful vocabulary related to the topic for the students to study if they need help to complete the mind map but also useful for the comprehension of the video they are going to watch next in the preparatory phase.</p> | 20 minute s |
| Watch the video about Climate Change and answer the questions | <p>Students follow the instructions found in e-class and are asked to watch an Interactive video (created either with edpuzzle or H5P). The video explains the topic of climate change: what this phenomenon is, its causes, its effects, and ways to deal with it. Video watch works as flipped classroom as it presents the central topic of the lesson and builds knowledge. Students' active participation is encouraged as the interactive video includes both open-ended questions for which they have to take down notes and multiple-choice or gap-fill ones embedded in the video.</p> | 10 minute s |
| Complete the mind map with some more information | <p>Students are asked to return to the mind map they initially created, to enrich it with the information, knowledge, vocabulary they learned now they have watched the video.</p> | 5 minute s |
| Short answer polling | <p>Finally in the preparatory phase, the teacher invites students to answer a Mentimeter poll (a link can be found in the instructions in eclass) in order to check the interest and impact of the topic for them: 1. How important do you think the issue of climate change is? 2. How worried are you that you will be affected by this problem now or in the future? Students participate in the survey by choosing the</p> | 5 minute s |

| Name of activity | Procedure | Time |
|--------------------------------|--|------------|
| | answer that expresses them. The results of the poll will be displayed and discussed later with the whole class during the lesson. | |
| | In class | |
| | 1 st teaching session in class | |
| Feedback and discussion | The lesson starts with an activity of recalling and repeating the asynchronous material that preceded. Students share their findings about the mind map filling activity, the teacher provides feedback and displays the results of the Mentimeter survey in the plenary. They talk about similar problems which may have occurred in their region. | 15 minutes |
| Group work | <p>The class is divided into 5 groups and the teacher assigns each group a different task by sharing the following links (inserted in eclass):</p> <p>video-how do we stop global warming? The human crisis and the 3 es Europeana blog effects of climate change video- what can we do about climate change? infographics- protecting our planet starts with you</p> <p>Students using tablets or laptops skim and scan multimodal texts or watch videos in the provided websites so as to get the information they need. While in class all groups record the main ideas of what they have read or watched about the topic on a Padlet.</p> <p>(For homework, students will have to comment on another group’s post on the Padlet. They will also have to do a matching quiz and another quiz climate change grouping causes effects solutions)</p> | 25 minutes |
| | 2 nd teaching session | |
| Europeana presentation | <p>The Teacher introduces students to Europeana Collections and the licenses that underlie images’ redistribution. She explains how to search for information. Students observe the resources of Europeana:</p> <p>They discover and describe how the beauty of nature is conveyed in them (National parks of Europe Europeana gallery Spring Europeana gallery Lake in a Swiss Park By the sea. A Spring Day Apple Tree in Blossom Tulip Fields).</p> <p>They discover a gallery that explores pollution as a legacy of industrialization across Europe; they talk about how negatively pollution has affected our planet and landscapes. Pollution an industrial legacy Europeana gallery</p> | 25 minutes |

| Name of activity | Procedure | Time |
|---|---|------------|
| | They are reminded of the different ways power has been generated across Europe. Generating electricity and power Europeana gallery and they talk about renewable and non-renewable sources of energy. | |
| Product development | Students are asked to design an environmental campaign in groups. They are given different options to choose from via this choiceboard (see Annex 4) . They collaborate online to create and share their digital presentations. They may use Google docs and Google slides so as to draft their project work. They are asked to use Europeana resources to accompany their presentations as long as everything they use complies with the licenses of redistribution. | 30 minutes |
| | 3 rd teaching session | |
| Final product presentation and peer assessment | All groups present their final products to the whole class. The students observe, evaluate their peers according to the rubric which was given (see Annex 1) and they vote for the best presentation using Tricider. They discuss the results with the teacher. | 30 minutes |
| Assessment of group work/ self reflection | The teacher evaluates the students' work using an evaluation rubric (see Annex 2). Having completed their assignment, students fill in a self-reflection sheet (see Annex 3). All rubrics and criteria were presented to the students from the start of the project work in the instructions in eclass. | 10 minutes |
| | | |

Assessment

Peer assessment rubric (Annex 1)

Assessment of group work (Annex 2)

Self-reflection sheet (Annex 3)

***** **AFTER IMPLEMENTATION** *****

Student feedback

I would discuss the assessment rubrics with the students. I would invite them to answer a google form questionnaire where I would ask them whether they enjoyed working with Europeana, if they had any difficulties completing the tasks, and finish with 3 2 1: three things they liked, 2 things that could be improved and 1 question they might have about the lesson.

Teacher's remarks

*Add here your comments and evaluation **AFTER** the implementation of this lesson. You can always use a rubric for self-assessment.*





About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.





[European Schoolnet](#) (EUN) is the network of 32 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex 1

Peer Evaluation



| Criteria |  |  |  |  |
|---|---|---|--|---|
| The presentation includes persuasive arguments | | | | |
| Includes catchy pictures | | | | <input type="checkbox"/> |
| Includes the necessary information | | | | |
| Uses the right kind of letters to catch the attention | | | | |
| Clear and precise language while presenting | | | | |

Evaluation of the project work

| Criteria |  Excellent |  Very Good |  Average |  Needs improvement |
|--------------------------|--|--|---|---|
| Final product | Creative, interesting and persuasive. With relative and clearly stated Information. | Task completed. Satisfactory. Information stated clearly though sometimes irrelevant. | Information is not always clear and relevant. Somewhat creative. | Information was not clear. Task incomplete. |
| Group cooperation | Students worked as a team throughout the project and shared all responsibilities and ideas well. | Students worked cooperatively in most aspects of the project and shared most responsibilities and ideas. | Students worked cooperatively in some aspects of the project but sometimes could not agree on what to do and wasted time. | Poor cooperation. Students could not agree on what to do. They did not share responsibilities or ideas and wasted time. |
| The language used | Complex sentences with minor mistakes that do not interfere with the meaning. | Sentences with supporting details. A few mistakes that do not interfere with the meaning. | Short sentences with a few mistakes which sometimes interfere with meaning. | Very short, simple sentences. Mistakes often impede communication. |
| Presentation | Excellent presentation of the final product. All members participate. | Very good presentation by almost all members of the project. | Good enough presentation of the final product. Not all members of the group participate. | Poor presentation. Most presenters don't feel confident enough to participate. 📌 |

Annex 3

Student self-reflection sheet

| Climate Change |  |  |
|---|---|---|
| I can explain what climate change is | | |
| I can understand the causes and effects of climate change | | |
| I can suggest possible ways to take action | | |
| I can read and contextualize information | | |
| I can create a presentation to raise awareness of environmental problems | | |
| I can work well with my teammates, respect their opinion and share my ideas | | |

Annex 4

Climate Change

**WRITE AN ARTICLE ABOUT
THE NEED TO GO GREEN**

FOR THE SCHOOL WEBSITE

Create an interactive
image

With Thinglink

**CREATE A SOCIAL VIDEO
WITH FLIPGRID**

**IDENTIFY AN
ENVIRONMENTAL PROBLEM
YOU EXPERIENCE IN YOUR
SCHOOL... HOW CAN YOU
SOLVE IT?**

Free Choice

**Write an acrostic
poem about pollution**

**PREPARE A LEAFLET
FOR THE LOCAL
COMMUNITY
EXPRESSING CONCERNS
AND GIVING TIPS**

CREATE A SURVEY FOR YOUR CLASSMATES
ABOUT THEIR USE OF
PLASTIC PRODUCTS

**CREATE A SHORT VIDEO
PROMOTING THE NEED
FOR RECYCLING**