

THE CONSEQUENCES OF CLIMATE CHANGE

Age: 9–11 years

COMPETENCES

To be able to:

- understand the effects of the climate change
- understand the connection with the world outside
- express knowledge
- listen to others
- compare pictures
- use key vocabulary
- select information
- analyze facts in a critical way
- mirror an effect



CONTENT - WHAT?

- The changes to the landscape
- The changes to the animal world
- The changes to the human society



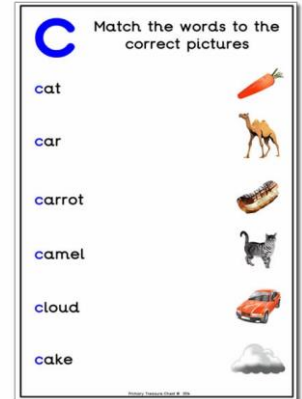
COMMUNICATION - HOW?

Task 1 - Match pictures with sentences and discuss the pictures

Classroom management: Pairwork

Cognition: Understanding

Intelligence: spatial, linguistic,
interpersonal



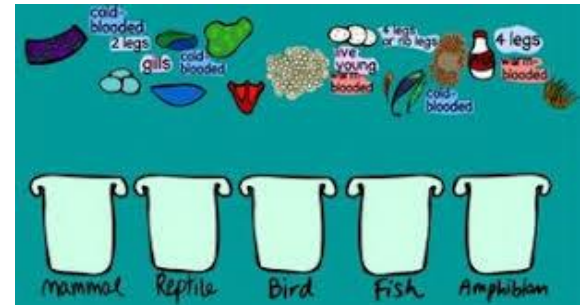
COMMUNICATION - HOW?

Task 2 - Classify the vocabulary

Classroom management: Individual work in front of some kind of interactive technology

Cognition: remember, understand

Intelligence: linguistic, intrapersonal, naturalistic



COMMUNICATION - HOW?

Task 3 - True/ false - discussion

Classroom management: Pairwork

Cognition: apply

Intelligence: Interpersonal, linguistic



COMMUNICATION - HOW?

Task 4 - To watch a video about climate change and then make a list of causes and consequences

Classroom management: The whole group watches the video, then they work individually and then they compare in pairs

Cognition: understanding

Intelligence: spatial, intrapersonal,
interpersonal

https://www.youtube.com/watch?v=G4H1N_yXBiA



INTERMEDIATE EVALUATION

Task 5 – Produce chains of causes and consequences with the target vocabulary

Classroom management: At first the students work individually, then the teacher takes notes about their knowledge, at last the students will compare and discuss their answers in pairs

Cognition: understanding

Intelligence: spatial, intrapersonal,
interpersonal,



COMMUNICATION - HOW?

Task 6 - Compare landscape pictures - before and nowadays
Three levels: choose a sentence, fill in gaps, write a sentence

Classroom management: Groups of four on the same level

Cognition: Analyze

Intelligence: naturalistic,



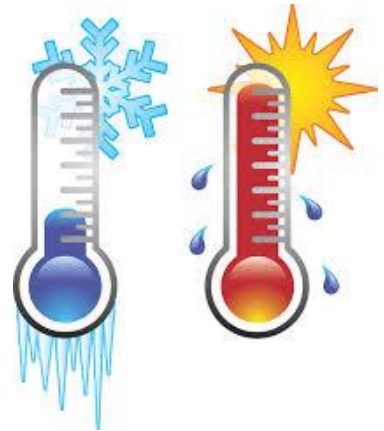
COMMUNICATION - HOW?

Task 7 - Sharing experiences about feelings concerning the weather, landscape...

Classroom management: Whole class brainstorming, then they talk in pairs

Cognition: apply

Intelligence: linguistic, interpersonal



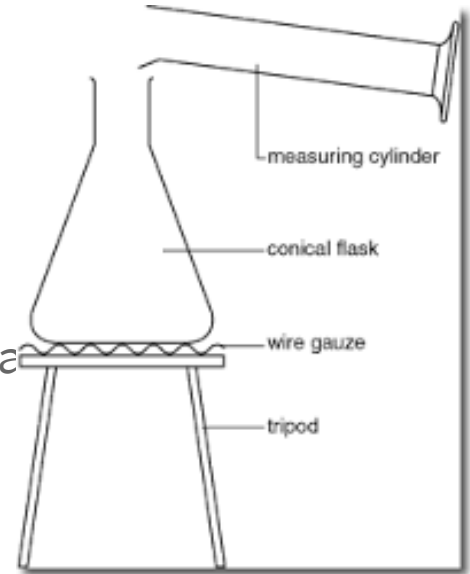
COMMUNICATION - HOW?

Task 8 - Create/ draw an experiment to show climate change and present it

Classroom management: Pairwork

Cognition: Create, understand

Intelligence: spatial, interpersonal,
logical-mathematical,
linguistic



COMMUNICATION - HOW?

Task 9 - Ice experiment

Classroom management: The whole class first and then in groups of five-six

Cognition: Analyze

Intelligence: naturalistic, bodily-kinesthetic, interpersonal



COMMUNICATION - HOW?

Task 10 - Evaluate through a new experiment

Experiment: Greenhouse gas

Experiment: Dusty ice

Classroom management: Individual work

Cognition: Understanding

Intelligence: naturalistic,
intrapersona



GRID

CATEGORY	4. Very good	3. Good	2. Satisfactory	1. Not satisfactory
The use of vocabulary	Is able to use the new vocabulary in sentences	Is able to use part of the vocabulary in sentences	Can use 5-6 words in his/ her own production	The student use only 2-3 words in his/ her own production
Understanding facts about the climate change	The student can easily answer questions and elaborate the answers about climate change	The student can easily answer questions about climate change	The student can answer simple questions about climate change	The student has difficulties when answering simple questions about climate change
Creativity	The student has an advanced idea that could be a real experiment	The student has a simple idea that would work	The student has one idea that is incomplete	The student has difficulties coming up with ideas
Cooperation	The student is very active when cooperating and takes initiative and support the other members in the group	The student cooperates well and takes initiative	The student can cooperate at times	The student tries to participate but does little to help achieve group success
Ability to express ideas	Can express more elaborate ideas	Can express basic ideas	Can express basic ideas and sometimes uses the mother tongue	Tries to express words but has difficulties to make himself/ herself understood