

Undervisningsforløb B: Plastic in the Oceans - the plastic problem

Fag: Engelsk

Klassetrin: 8. klasse

Emne/tema: Plastic in the Oceans - et tværfagligt samarbejde med naturfag

Varighed: 14 lektioner

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Om forløbet

Video: Plastic in the Oceans <https://drive.google.com/file/d/13srXMnCQUORUmarLijgQYfwS-5zq8u8T/view>

Læringsmål - The plastic problem

A		B		C	
Remember	Understand	Apply	Analyze	Assess	Create
The student is able to repeat or reproduce the content of the lesson, theme, texts		The student is able to use words and knowledge in new situations		The student is able to transfer and create new knowledge	
I remember information about climate I know 25 subject-specific keywords I understand and am able to use the subject specific keywords		I can make a presentation with at least 25 subject-specific keywords I can discuss my climate related topic with others I can think of problems and solutions concerning my climate related topic		I can come up with solutions and give other people advice I can compare problems and solutions in different countries I can plan a discussion with a focus and questions	

I understand the information about my topic and am able to explain it to others	I can see my climate topic from different perspectives	I can make a model of a process concerning a climate related topic
I understand the challenges in a climate related issue	I can think of climate issues from different countries	I can make an instructional video about the climate topic
		I can make a climate campaign for other people

Produkt

Primært fokus på det skriftlige - måske en hjemmeside (fx ved hjælp af hjemmesideprogrammet wordpress.com).

Teksttyper: Primært informerende tekster. Der kan også arbejdes med argumenterende tekster - eller infotainment-tekster.

Undervisningsdesignet

Undervisningsdesignet bygger på *Den cirkulære designskabelon* (se evt. *Building More Vocabulary - Building More Communicative Competence / Den Wortschatz erweitern - Die Kommunikationskompetenz weiterentwickeln und fördern*).

Her er først et overblik over fase 1 og 2 og dernæst et overblik over de forskellige lektioner.

	Fase 1	Fase 2
Fokuspunkter	Motivation Inspiration Få alle med Få eleverne præsenteret for de samme keywords så mange gange som muligt - og så få dem til at skrive noget med dem	Mere viden Mere inspiration Mere dybdegående arbejde i forskellige retninger eller med forskelligt fokus
Learning resources	YouTube-klip: https://www.youtube.com/watch?v=526gMLHDVLg	<i>Plastic</i> - Penguin Readers: https://www.penguinreaders.co.uk/ladybird-books/plastic/

	Overvej også: https://www.youtube.com/watch?v=5emkvI94CFQ	6 groups read and present a chapter from the book - and their new knowledge Greta Thunberg- artikel og -tale
Skills, knowledge, competences	Presentation - written or oral	
Learning activities	Dictogloss Red - yellow - green (glossary status and training), øvelse fra Building Vocabulary - Building Communicative Competence Working with keywords, øvelse fra Building Vocabulary - Building Communicative Competence Pick yellow and red words (5-8) The plastic pollution word game, øvelse fra Building Vocabulary - Building Communicative Competence - tilpasset til 7. klasse	
product	Scrumboard - fælles: Hvad skal en hjemmeside om miljø/plastic indeholde? Kig på "modeltekster" (se ex på modeltekster i <i>Building More Vocabulary - Building More Communicative Competence</i> / <i>Den Wortschatz erweitern - Die Kommunikationskompetenz weiterentwickeln und fördern</i>)	
Target group		

Undervisningsdesign opdelt i lektioner og faser

	Faser	Indhold	Materialer
Lesson 1	Fase 1		
	Motivation Få alle med Forhåndskendskab	Brainstorming - task 1 bilag 1 (eleverne svarer først på spørgsmål, derefter bruges der god tid på at hive al info ud af dem) Se derefter YouTube klip Lav brainstorming på planche og hæng op på væggen	Task 1 - bilag 1 YouTube klip: https://www.youtube.com/watch?v=526gMLHDVLg
Lesson 2	Fase 1		
	Hverdagssprog og begyndende fagsprog	Dictogloss - øvelse fra Building Vocabulary - Building Communicative Competence 1. Skriv i et par minutter - what do you know now 2. Se filmen igen - uden at skrive 3. Kig igen - og noter fagord/stikord - bilag 2 4. Tal med en makker om det, du har skrevet 5. Skriv fælles tekst om filmen med en makker Fyld nye ord på planchen	YouTube klip: https://www.youtube.com/watch?v=526gMLHDVLg

Lesson 3	Fase 1		
	Hverdagssprog og begyndende fagsprog Begyndende brug af nye ord	Rød - gul - grøn ordforrådsøvelse - øvelse fra Building Vocabulary - Building Communicative Competence Ord fra filmen + fra brainstorming Alle ord skrives på ordkort og puttes i en kuvert Senere: • Quiz og byt • Translate • Describe	
Lesson 4	Fase 1		
	Arbejde med fagsprog	Working with keywords (se øvelse fra Building Vocabulary - Building Communicative Competence) Ord fra filmen arbejdes der med i grupper - 3 hver eller hvad der nu passer. Ordkortene skal derefter præsenteres Hæng ordkortene op på væggen sammen med planchen	

Lesson 5	Fase 1		
	Intro til produkt Hjemmeside	Kig på forskellige hjemmesider Hvad skal der til, for at det er en god hjemmeside? Lav fælles scrumboard	
Lesson 6	Fase 1		
	Ny viden		
	Fase 2		
	Ny viden, nye keywords Fagfagligt indhold	Tekstlæsning i grupper Læs kapitlet, besvar spørgsmål Find ud af hvordan det skal formidles – præsentation, film, tegninger, poster, padlet	Plastic, penguin reader
Lesson 7	Fase 1		
		Lav præsentation færdig - præsenter for klassen	
	Fase 2		

	Present	Lav præsentation til de andre grupper	Gruppernes egne præsentationer
Lesson 8	Fase 1		
		Præsenter for klassen	
	Fase 2		
	Present	Fremlæg for klassen/ de andre grupper	Gruppernes egne præsentationer
Lesson 9	Fase 1		
		Saml op på fælles viden Hvad skal med på vores hjemmeside? Udfyld scrumboard videre	
	Fase 2		
	The plastic pollution game	5 grupper	gruppearbejde + forbered præsentation
Lesson 10 - 12	Fase 2		
	Saml op til produkt	Hvilken viden har vi opnået? Hvad skal med på hjemmesiden?	

		Hvad er næste step?	
	Fase 3		
	Ny viden, nye keywords Fagfagligt indhold		
Lesson 13	Fase 3		
	Saml op til produkt	Hvilken viden har vi opnået? Hvad skal med på hjemmesiden? Hvad er næste step?	
Lesson 14	Fase 3 Præsentation af hjemmeside for autentisk modtager		

Bilag 1: The plastic problem - Start up brainstorm and end evaluation activity (ordforrådsfokuseret aktivitet)

The plastic problem - brainstorming, collecting knowledge and information

Information:

- What is it?
- Where does plastic come from?
- Why was it made or invented?
- What is good about plastic things?
- What is bad about plastic things?
- What do you know about the topic in advance?
- Is it a national challenge?
- Is it an international challenge?
- Spend 5 minutes on finding information about the topic
- Where did you look for information?
- Where else could you look for information about the topic?
- Which English words do you know about the topic?
- Which Danish words do you know about the topic?

Arguments:

- What kind of problems does it create in the world?
- Does this problem have an effect on life in Denmark?
- Does the problem have an effect on your everyday life?
- How do you relate to the problem in your everyday life?
- Do you find it important to deal with this problem? Explain why or why not

Bilag 2: Stikord - YouTube-klip

Keywords - YouTube-klip

threat		accumulate
single use	biodegrade	huge masses
starve to death	toxic	the great pacific garbage patch
tossed out	species	marine debris
landfill	increase	composting
pollution	consumed	micro particles
entangled	food web	litter
environment	ocean currents	eliminate

The 4 R's:

- Reduce
- Reuse
- Recycle
- Refuse

Bilag 3: Find someone who can explain (ordforrådsfokuseret aktivitet)

Find someone...

Dit eget navn:	
Find someone who....	Navn på den, der svarer:
can explain what landfill is	
can translate the word biodegrade	
can describe what a threat is	
can give 3 examples of litter	
can translate the word environment	
can describe what The Great Pacific garbage Patch is	
can mention 3 things made of plastic	
can translate the word ocean current	
can explain what marine debris is	

can explain what increase means	
can translate composting	
can explain why single use plastic is a bad idea	
can explain what it means to starve to death	
can translate the word pollution	
can think of a synonym for the word toss out	
can say what the word accumulate means and think of a synonym for it	
can think of an antonym to the word huge masses	
can translate the word eliminate	
can describe what the word species means	
can describe what micro particles is	
can translate the word toxic	

Bilag 4: The plastic problem - Start up activities (ordforrådsfokuseret aktivitet)

a) Odd man out

cheap	glass	recycle	run
stretchy	metal	donate	damage
strong	paper	reuse	mess
longlasting	fruit	buy	destroy
tasty	fabric	upcycle	harm

Which word is the odd man out - and why? Explain to your partner

b) Taboo

Your partner has to guess the word at the top. You are going to explain the word to him/her, but without using the words placed beneath your word.

Plastic	Pollution	recycling	toxic	consume
bottle	litter	use again	dangerous	spend
ball	dirt	reuse	ill	use
	trash	save	poison	buy
				purchase

c) The plastic pollution game

5 grupper

Hver gruppe får et spørgsmål fra spillet:

- How can you describe plastic pollution?
- What does plastic pollution do to wildlife?
- How can you help reduce plastic waste?
- Why is plastic useful?
- What can you use instead of plastic?

Først taler gruppen om, hvilke svarmuligheder, de selv kan finde.

Derefter får de mine keywords.

Hvert ord skal oversættes og anvendes i en sætning.

Hver gruppe laver en planche, som skal hænges op i klassen og præsenteres for de andre grupper

Hjælpesætninger ved fremlæggelserne:

- The main course of the problem is....
- To give you an example....
- As I see it....
- The fact is that..
- The danger is that....
- The problem is that....
- The way I see it....
- That reminds me of....

Eksempel på et elevprodukt

Eleverne har her lavet et manuskript på engelsk om *Turtles and plastic in the ocean*.

De har arbejdet med følgende stikord og spørgsmål i arbejdet med deres manuskript:

- Introduction
 - How much plastic ends up in the ocean each year?
- What are the plastic products that cause the biggest problems for the turtles?
- How does plastic and litter affect the turtles in the ocean?
- How many of the turtles get affected by the plastic?
- Is there plastic that decomposes quickly by itself?
 - What are the replacements? (Plastic straws being replaced with other alternatives.)
- Are some types of plastic harmless for the animals?
- Statistics of deaths
 - The VSCO movement
- Centers for helping and saving the turtles
- Long term consequences of plastic being removed

Eleverne har også arbejdet med relevante fotos fra nettet af skildpadder, der er kommet til skade pga. plastik i havet.

Manuscript with scene editing

Valdemar (Narrating): Every year 8 million tons of plastic ends up in the ocean, but the environment isn't the only thing it's affecting. It affects the majority of the turtles in the ocean, by giving them disabilities and killing them. More than a thousand turtles are killed by plastic each year.

Valdemar (Marine biologist): Many turtles confuse plastic with their normal food diet and consume the plastic. This has devastating consequences for the turtles since the plastic can cause blockages in their intestines, and sometimes it can puncture the intestinal wall, which can cause internal bleeding, and other terrible consequences.

Silje: (Narrating): Even if the plastic doesn't directly kill the turtle, it can still be dangerous, because it can simulate the feeling of being full, so the turtle will stop seeking nutrition and starve to death.

Many smaller turtles can also get wrapped up in plastic bags, nets and empty plastic packaging from beer cans.

The kind of plastic that has the worst impact on the turtles, which is probably not surprising to you, is plastic straws. These straws often end up in the ocean due to beach littering, and winds that carry the lightweight plastic from trashcans into the ocean. Surprisingly enough, a lot of it also falls off boats and other vehicles during transport. The EU has banned the use of plastic straws due to the issues it causes to the marine life and environment. Plastic straws have been replaced by other materials like cardboard or metal. The cardboard straws are the most utilized but is hated by a lot of people. Even though it can be incredibly annoying, we must consider the consequences for the turtles and other animals in the ocean.

Silje (Student): In 2019, a movement started on the platform tik tok. The movement consisted of multiple things, but one of the main goals was to save the turtles from plastic. The people in the movement were protesting against plastic straws and using metal “Hydro flasks” instead. The movement is looked back on as a trend, but I think we should reconsider the original message behind the movement, even though it’s been 3 years since.

Valdemar (Marine biologist): What we are trying to achieve by spreading this message, is that when you use one time use products produced by plastic, you should consider the turtles and other marine life’s safety. Because you’re not only hurting the environment, but also the animals that live in it.