

## The Earth, Our House

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*The Earth, Our House* is a CLIL module for 9-11-year-olds who learn about environmental issues through reading, discussions, art work and technology-related activities.

The course has been given successfully in at least two schools by two different teachers in Romania.

<b>AECLIL partner</b>	Romanian Reading and Writing for Critical Thinking Association, Cluj Napoca, Romania
<b>Topic</b>	Eco-pirates Recycling
<b>Subject area</b>	Environmental education
<b>Language</b>	English
<b>Language Level</b>	B1 or above
<b>Target group</b>	9-11-year-olds
<b>Time</b>	Adjustable to meet needs; approximately 11 academic hours over the course of a term/semester
<b>Aims</b>	<ul style="list-style-type: none"> <li>- to seek information about recycling</li> <li>- to communicate about recycling using appropriate vocabulary in English</li> <li>- to identify the effects of recycling materials on our environment</li> <li>- to raise awareness of how to protect the environment</li> <li>- to successfully cooperate with peers</li> </ul>
<b>Products/outcomes</b>	<ul style="list-style-type: none"> <li>- posters to promote care for the environment</li> <li>- increased awareness of environmental issues</li> <li>- improved English language skills</li> </ul>
<b>Classroom activities</b>	The learning activities include balanced use of teacher's presentation, individual, pair and group work, reading, discussions, art work, and internet search

<b>Assessment tools</b>	<ul style="list-style-type: none"> <li>- worksheets</li> <li>- questionnaires</li> <li>- individual scorecards of progress</li> <li>- group portfolios</li> </ul>
<b>Assessment criteria</b> <b>Content</b> <b>Language</b> <b>Cooperative work</b>	<ul style="list-style-type: none"> <li>- correct use of recycling-related vocabulary in simple sentences in L2</li> <li>- identification of relevant information from various sources of information</li> <li>- originality in preparation and execution of visual materials (drawings, symbols, images, photos)</li> <li>- ability to assess own progress</li> <li>- initiation of dialogue in L2</li> <li>- understanding of oral directions in L2</li> <li>- reading aloud a familiar text in L2</li> <li>- ability to cooperate in carrying out group tasks</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>- questionnaires</li> <li>- images of recyclable items</li> <li>- ppt presentation including eco-pirates map and story</li> <li>- visuals displaying topic-related vocabulary</li> <li>- photos, albums</li> <li>- dictionary</li> <li>- worksheets</li> <li>- maps</li> <li>- cardboard, paper</li> <li>- markers, crayons, watercolours</li> <li>- glue</li> <li>- computer, printer, internet</li> <li>- scissors, yarn, needles</li> <li>- coins, buttons</li> </ul>

## Activities

### Lesson 1

#### *Students' work*

Preparatory activity: Class divided into groups of four. Teams stay together throughout activities.

Each student is given a questionnaire to collect answers from parents, siblings, grandparents, neighbours, etc. (at least from five people from at least two different families). Students ask the questions in Romanian.

#### *Resources*

- worksheet 1: *Initial questionnaire*

#### *Assessment*

- filled-in questionnaire

### Lesson 2

#### *Students' work*

Each student uses the filled-in questionnaires, including their own answers. They work in groups to centralise data and draw graphic representation of information collected. Students name objects made of materials that can be recycled.

#### *Resources*

- worksheet 1: *Initial questionnaire*  
 - sample graphics  
 - images of objects made from recyclable materials

#### *Assessment*

- direct observation of group work  
 - items included in the portfolio

### Lesson 3

#### *Students' work*

Students learn basic words and expressions in a Jigsaw setting (home groups alternate with expert groups).

Each student receives a list of all the words they have learned. Students colour the words learned in the expert group. Experts teach home group members the new words.

Group work: students in groups answer questions written individually on a poster. Posters are displayed on the wall. Groups rotate clockwise and answer question after having read the answers of previous groups. In the end, students discuss and rank all the answers, noting with 1 the most interesting or appropriate response, 2 the next most interesting, and so on.

#### *Resources*

- worksheet 2: *Task for expert groups*  
 - *Questions* individually written on a poster and pinned to the wall

#### *Assessment*

- direct observation of task performance

- quality of answers and explanation
- for ranking answers

## Lesson 4

### *Students' work*

The students fill in the worksheet with names of things that can be recycled in each container. They cut out the images of these things and glue them according to the containers: plastic, cans, glass, textiles, aluminium. They label every image with the name of the item shown. Products are displayed. Groups rotate to look at each product and analyse the others' work. They add new information to the posters or put a question mark if something is not clear or incorrect. Groups rotate until they get back to their poster. They analyse the additions and the questions, offering their responses to the entire class.

Each student writes down words from Recycle Vocabulary and memorizes them. Then each student corrects and counts the words they have written. Then they fill in the matrix in worksheet 9, Table 1, Line 1.

### *Resources*

- worksheet 3: *Instruction for teachers*
- images
- scissors
- glue, pens/markers
- worksheet 9: *Self-evaluation*

### *Assessment*

- direct observation of task performance using the grid
- self- and peer assessment

## Lesson 5

### *Students' work*

Each student writes in their notebook words from the Recycle Vocabulary and memorizes them. They will monitor their progress using worksheet 9.

Each student reads their words to their desk mate. With the desk mate's help, each student corrects and counts the words they have written. They fill in Line 2 in Table 1, worksheet 9, and reflect on progress.

Each student makes up at least one sentence in L2 using the words written and/or mentioned by classmates. Group feedback and correction.

Students receive worksheet 4 and stick the correct eco-label above each picture. Then they write suggestions for how to save energy. Each student finds a pair to read to them what they have written.

### *Resources*

- worksheet 9: *Self-evaluation*
- worksheet 4: *Task and materials*
- markers

### *Assessment*

- self- and peer assessment
- direct observation of task performance and analysis of products using grid

## Lesson 6

### *Students' work*

Students read *The Story of the Eco-Pirates*. Within the groups, students monitor and if necessary correct each other's pronunciation.

Students discuss the story. Taking turns, they ask each other quiz questions. Students draw on the map the itinerary of the Eco-Pirates' trip and find out where the eco-treasure is buried. Pairs share their work.

### *Resources*

- worksheet 5: *The Story of the Eco-Pirates*
- worksheet 6: *Map*

### *Assessment*

- direct observation of task performance using the grid

## Lesson 7

### *Students' work*

Students watch the projection of the Eco-Pirates' story. They receive the written text of the story with some words missing.

They fill in the gaps while watching the presentation. Then they check and share. Students draw their Eco-Paradise, in which they include their favourite sports, their eco-friends, their magic flowers, and their favourite fruit. In groups of four, the students share their work.

### *Resources*

- video presentation
- worksheet 7: *Fill in the gaps*
- paper, crayons, water colours, glue, scissors, etc.

### *Assessment*

- direct observation of task performance and analysis of products using grid

## Lesson 8

### *Students' work*

Pair work: each student writes as many words and sentences from the Recycle Vocabulary as he or she can remember. Each student reads what his or her desk-mate has written.

Together they correct and count words and sentences to fill in the tables in worksheet 9.

Students reflect on their progress.

In pairs, students continue the Eco-Pirates story or create a new one in which they use at least 15 words and phrases from the Recycle Vocabulary. They may use dialogue. They highlight in the text specific words related to recycling. Pairs share and classmates give feedback.

**Resources**

- worksheet 9: *Self-evaluation*
- computer, internet
- dictionary
- albums

**Assessment**

- peer and self-assessment
- direct observation of task performance and product analysis using the grid

## Lesson 9

**Students' work**

In groups, students make a poster for an environmental campaign. They use information found on best practices of other countries about materials that can be recycled and methods of recycling, where and how energy can be saved, how we contribute to the ecological balance, etc.

Students prepare an exhibition.

At home, students are asked to repeat the survey. Students ask their parents, siblings, grandparents, neighbours, etc.; at least five people from at least two different families.

**Resources**

- cardboard, paper, markers, glue, crayons, water-colours
- photos, printer, computer, internet
- dictionary, albums, scissors, etc.
- worksheet 8: *Final questionnaire*

**Assessment**

- direct observation of task performance and product analysis using the grid

## Lesson 10

**Students' work**

Students visit the poster exhibition. Groups analyse the posters. They ask questions and express opinions.

Students fill in the questionnaire by themselves.

They use the questionnaire in English. They centralize the data and prepare the graphic representation. Students assess the progress by comparing the results to those of the initial questionnaire. They discuss findings and express opinions.

**Resources**

- notepad, sticky notes
- worksheet 8: *Final questionnaire*

**Assessment**

- portfolio, including filled in questionnaires
- peer evaluation

- direct observation and product analysis using the grid

**Lesson 11**

**Students' work**

Students make a list of actions that could be achieved in the group they live in (class, family) to help the ecological balance. Students discuss and rank answers.

Students write as many words and sentences from the Recycle Vocabulary as they can remember. Self- and peer correction: each student reads words written by his desk-mate. Then they fill in the tables in worksheet 9 with the number of correct words and sentences. Students analyse and assess progress.

**Resources**

- flipchart sheets, sticky notes, markers
- worksheet 10: *Analytic assessment grid for content, language and cooperative work* (see below)

**Assessment**

- direct observation of task performance
- portfolio analysis
- self- and peer assessment

## Analytic assessment grid for content, language and cooperative work

	Criteria	5 excellent	4 good	3 satisfactory	2 almost satisfactory	1 unsatisfactory	Score
CONTENT	Use of words learned about recovery, recycling and reuse in simple sentences	Student uses all new words correctly and appropriately in simple sentences.	Student uses at least 15 new words correctly and appropriately in simple sentences.	Student uses at least 10 new words correctly and appropriately in simple sentences.	Student uses at least 5 new words in simple sentences.	Students uses less than 5 new words in simple sentences.	
	Identification of relevant information from various sources of information	Student identifies relevant information from at least four sources of at least three different types.	Student identifies relevant information from at least three sources of at least two different types.	Student identifies relevant information from at least two sources (possibly of the same type).	Student identifies relevant information from at least one source.	Student does not identify relevant information from any source.	
CREATIVITY	Originality in preparation and execution of visual materials (drawings, symbols, images, photos), to raise awareness of ecological life-view	Student has at least 3 original ideas in designing and preparing visual materials (drawings, symbols, pictures, photos) to raise awareness of recycling.	Student has at least 2 original ideas in designing and preparing visual materials (drawings, symbols, pictures, photos) to raise awareness of recycling.	Student has at least one original idea in designing and preparing visual materials (drawings, symbols, pictures, photos) to raise awareness of recycling.	Student has some contribution to designing and preparing original visual materials (drawings, symbols, pictures, photos) to raise awareness of recycling.	Student has no contribution to designing and preparing original visuals materials (drawings, symbols, pictures, photos) to raise awareness of recycling.	
EVALUATION	Ability to assess own progress	Student completes in a graph the number of words and phrases learned in four exercises.	Student completes in a graph the number of words and phrases learned in at least three exercises.	Student completes in a graph the number of words and phrases learned at least two exercises.	Student completes in a graph the number of words and phrases learned in at least one exercise.	Student never records the number of words and phrases learned.	
LANGUAGE	Use of language Speaking: To seek dialogue	Student responds very well orally to messages related to recycling.	Student responds well orally to messages related to recycling.	Student responds orally in a satisfactory manner to messages related to recycling.	With the teacher's or peers' help, student responds orally to messages .	Student does not respond to oral messages at all.	
	Use of language Listening: Understanding of oral directions related to the recovery, recycling, reuse:	Student responds promptly to all oral directions in L2.	Student responds promptly to most oral directions in L2.	Student responds to most oral directions in L2 after they have been repeated.	Student responds to some oral directions in L2 after they have been repeated.	Student never responds to oral directions in L2.	
	Use of language Reading: Reading aloud a familiar text in L2	Student always reads familiar text in L2 correctly.	Student reads familiar text correctly in L2 most of the time.	Student reads at least three sentences correctly in L2 without help.	Student reads at least three sentences correctly with little help from teacher or peers.	Student reads fewer than three sentences correctly despite significant help from teacher or peers.	
	Use of language Writing	Student writes original sentences correctly and makes minor mistakes when using unfamiliar structures or words.	Student writes original sentences with some minor mistakes, but does not attempt to use unfamiliar structures.	Student writes sentences with mistakes in familiar structures or words, and does not attempt to use unfamiliar structures.	Student writes incomplete or incomprehensible sentences.	Student writes incomplete or incomprehensible words.	



<b>COOPERATIVE WORK</b>	Ability to cooperate in carrying out group tasks	Student performs very well as a group member all the time, demonstrating initiative, organization skills and continuous encouragement of all group members to engage in the activity.	Student performs well as a group member most of the time, demonstrating initiative and support for other members.	Student sometimes performs well as a group member, demonstrating some initiative and support for other members.	At least once, the student has initiative or offers support for other members.	Student does not perform well as a group member at any time.	
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### **Reflection and comments**

In some of the lessons, there are questions which require a reasoned opinion or argumentation. This has been found to often exceed the capacity of children aged 9-11.

As concerns the assessment grid, the key evaluation criteria used include content (knowledge, creativity, and evaluation), language (understanding, speaking, reading and writing) and teamwork, which help provide a complex image of the students' learning.

The students who completed this module mostly enjoyed the interactive, cooperative learning style of the lessons, the art work they put into the posters, and the fact that they could share their learning from outside the classroom (from family) with peers.

