

Title: Introducing environmental issues from a sociocultural perspective in English language teaching

Summer training webinar of reference: Environmental Education in English Language Teaching

Author: B.Ed Dianela Gallardo Noa

Training institutions: ALC-GELI and University of Oriente Webinar Program and República de Nicaragua Secondary School

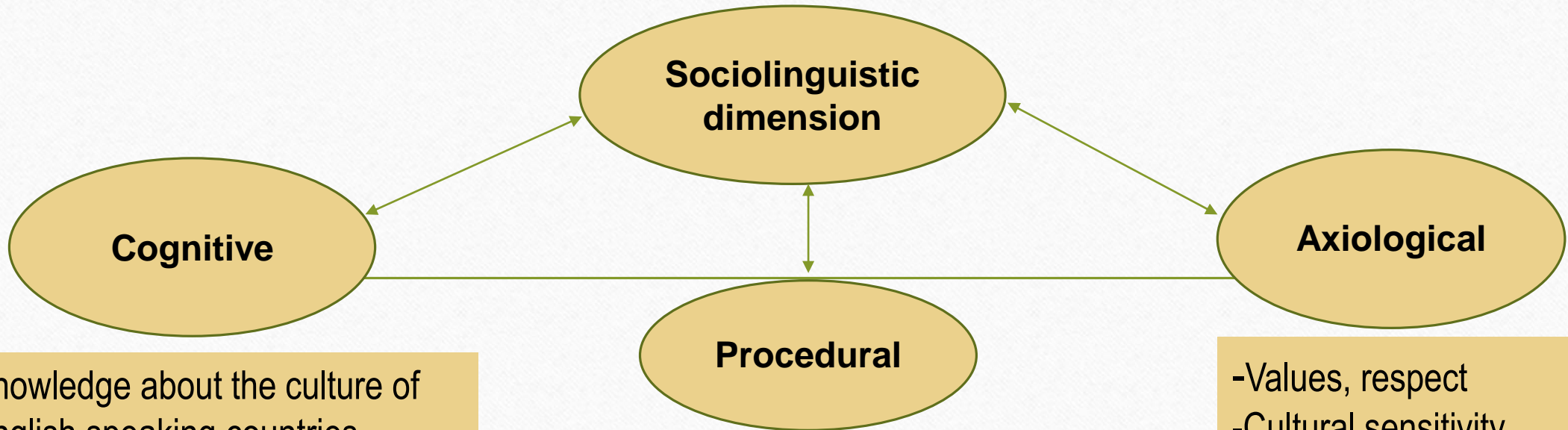
Type of Cascading Activities: Presentation at the webinar workshop (on line), Lesson plan for 9th graders (face to face delivery)

Beneficiaries: 51 webinar participants and 91 students from República de Nicaragua Secondary School

The main objectives in the lesson



- To introduce environmental issues to students from a sociocultural perspective by developing this dimension in English lessons.
- To raise awareness of the importance of environmental sustainability.
- To explore climate change issues in English speaking countries in a way that learners find activities engaging and inspiring.
- To raise awareness of how behavior and values are influenced by the cultural context people live in.



Knowledge about the culture of English speaking countries.
Similarities & Differences:
-Environmental issues
-Geographical and environmental topics
-Life style
-Art and religions

- Use communicative strategies
-Use linguistic exponents according to the context

-Values, respect
-Cultural sensitivity
-Positive feelings

Activity 1

- Objective: The students will be able to pair related words and images about the climate change in English speaking countries.
- Classroom organization: Team work
- Instructions: Take turns in team discussions to match related words and images concerning environmental issues in English speaking countries. Then, write sentences using the words.
- Procedures:
 - The class is divided into 4 teams.
 - Teams are supplied with some images and cards with words related to climate change in English speaking countries.
 - Teams present their sentences and answer classmates' questions. The team with more right pairs and correct answers wins.

Activity 2

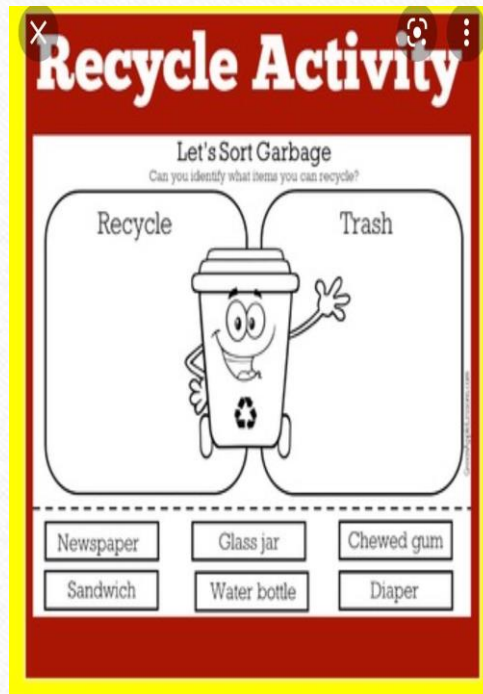
- Objective: The students will be able to create their own compost bin and report about it.
- Classroom organization: Pair work
- Instructions: Work with a partner to create your compost bin adapting the formulas offered in the text. Be ready to report about the ingredients and the importance of its use.
- Procedures:
 - The task is assigned as a project work.
 - Each pair reports about the project in the next lesson.
 - The compost bins selected are used as fertilizer for plants in the school yard.

What is coming next?

-To create a community project with students and parents related to environmental issues based on a sociocultural perspective.

Evidences

Packages of cards
with words:
Air pollution
Pollution
Water pollution
Deforestation
Waste
managemente
Overfishing
Soil contamination
Packages of cards
with the countries:
United Kingdom
Canada
Jamaica
Australia
United States



Recycling

What's Recyclable:



- Plastics marked #1 through #7 (look on the bottom - red plastic cups are #6, so they're ok)
- Newspaper
- Cardboard (corrugated boxes, cereal & cracker boxes, etc)
- Paper grocery bags
- Magazines, junk mail, stationery and envelopes (even window envelopes are ok)
- Aluminum/tin cans, foil, trays (again, rinse them out first)
- All plastic food containers marked #1 & #2
- Microwave food trays

What's Not:



- Plastic wrap
- Plastic grocery bags
- Pizza boxes (because of the grease)
- All wax laminated cartons/containers (milk and juice cartons)
- Styrofoam (including disposable coffee cups)
- Frozen/microwave food boxes (trays are ok)
- Wax cereal/cracker box liners
- Paper towels, napkins, tissue paper
- Paper plates, soiled paper
- Aluminum foil boxes
- Fast food wrappers
- Food waste