



ERASMUS+
#OPEN@
UNIT 6
*Building 21st century
skills*



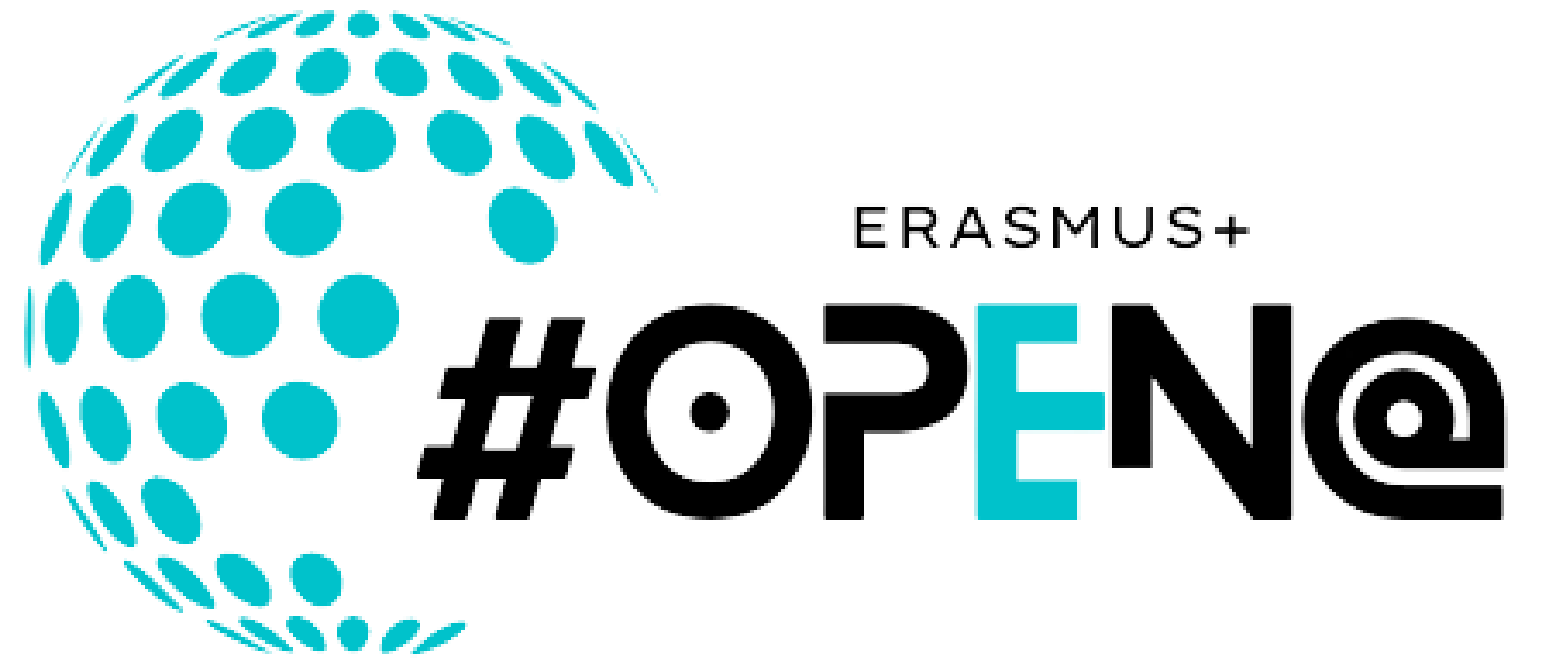
Funded by
the European Union

DECLARATION:

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or Dům zahraniční spolupráce. Neither the European Union nor the granting authority can be held responsible for them.

Goals of the Unit

- *To teach English by using technology and journalism in a cooperative way*



Lesson 1 Climate Change

Introduction

In this integrated skills lesson, students will work on the topic of climate change, particularly considering the following features:

1. The current situation of the planet, changes in the last centuries as a result of anthropic actions, disappearance of animal and plant species with consequent influence on ecosystems;
2. Activities which are still carried out legally or not and which should be regulated, if not prohibited;
3. Political responsibilities and influence of large of strong companies that can "orient" the press, scientific research and opinions towards the maintenance of status quo at the expense of the future of the planet;
4. Social impact of the problem different ways of facing the effects of heating
5. Analysis of the state of the planet, compared to recent decades, with the help of studies carried out by space agencies;
6. Future of the planet, possible scenarios, contribution that each of us can make to the solution of problem.

Students will make predictions, watch the video and answer questions, then consider and discuss how climate change has affected where they live, and how it may affect where they live in the future.

Age group

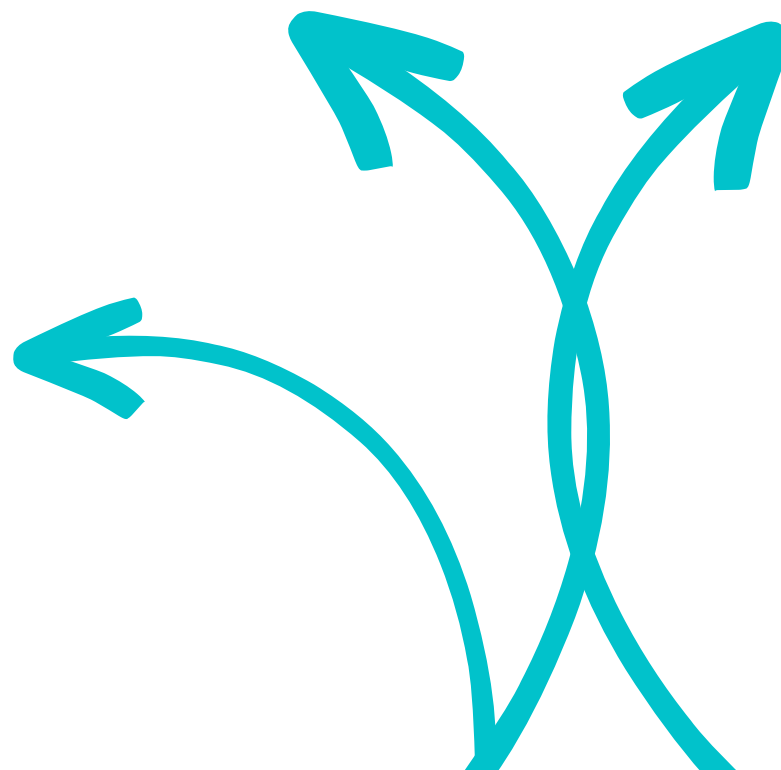
Secondary students

Level

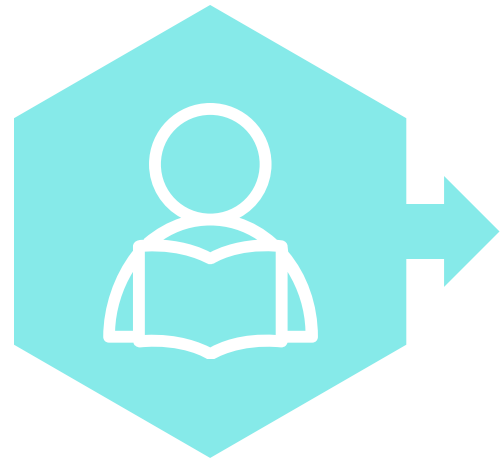
CEF Level B2

Time

90 minutes



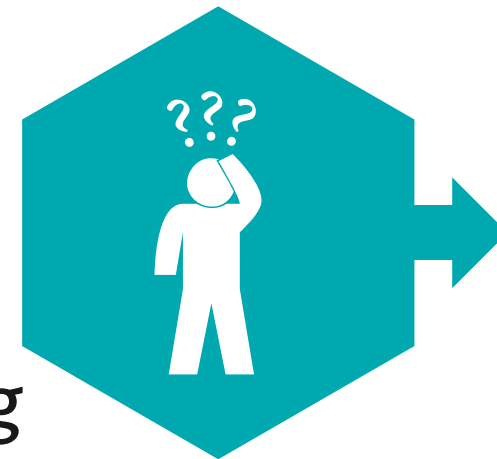
AIMS



1 - To develop integrated skills:
listening and speaking and writing
around the topic of climate change

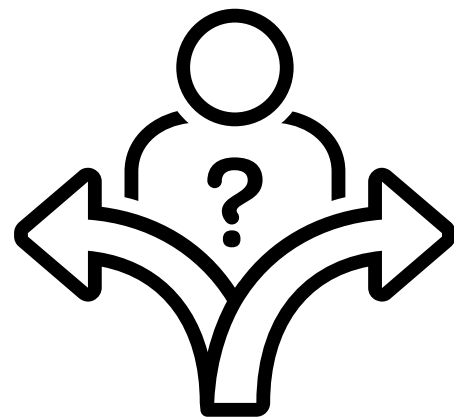


2 - To develop skills for summarising
audiovisual content

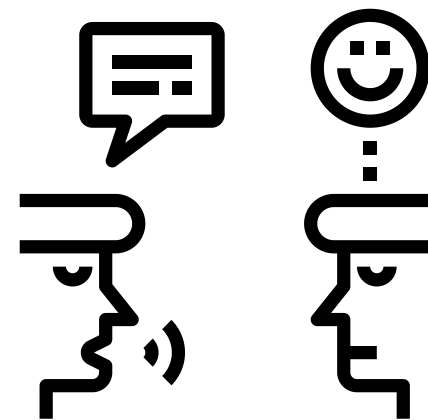


3 - To get info and data to write an
article about climate change

Materials



**Student
worksheet**



**Video "Before
the flood: official
trailer and full
movie National
Geographic**



**Leonardo Di
Caprio's
Speech at UN**



Procedure

- **Lead-in (10 min)**

Brainstorm some of the effects of climate change with students.

Show the two pictures in the links below and discuss what effects climate change is having on our planet (rising sea levels, increase in intensity of cyclones, ice melting, ozone hole).

- <https://emtv.com.pg/wp-content/uploads/2016/06/IPCC-Empathetic-on-Pacific-Threat-media.jpg>
- <http://asiafoundation.org/wp-content/uploads/2016/04/BangladeshKhulna.jpg>

Procedure

- **Pre-viewing task (15–20 mins)**

- Explain to students that they are going to watch a video about climate change
- Before showing the video, ask students to look at the words and expressions included on worksheet A aimed to focus their attention on the issue. They should write a short paragraph about the video, predicting what they think the video will be about using as many expressions from the worksheet as possible.

(Multi-level classes: students who might have difficulty completing this task could work in pairs. Students who might find the task easy could work alone. You could also pair stronger students with weaker students)

Procedure

- **Video viewing task 1 (15 mins)**
 - Show the video and ask students to:
 - Listen and tick the expressions included in worksheet A they hear
 - Compare the paragraph they wrote with the actual video to see how close their predictions were.

Link to the video <https://www.youtube.com/watch?v=D9xFFyUOpXo>

Procedure

Post-viewing task (10-15 mins):

- Ask students to edit or rewrite their summary paragraph so that it is a correct description of the video.

Quiz time (10 minutes):

- Ask students to answer a multiple-choice questions on worksheet B to self-assess “How green they are”

Procedure

- **Follow-up discussion (15–20 minutes)**

- Ask students to look at the discussion statements on their worksheet C. Give them 5 minutes to read the statements and make notes about each to help them form their ideas.
- After 5 minutes, invite students to compare their notes with a partner. Encourage them to discuss their ideas without reading directly from their notes.
- Whole class feedback, or feedback in groups if you have very large classes. Invite students to share their thoughts with the whole class.

Procedure

- **Extension activity (Homework)**
 - Watch the movie “Before the Flood: Full movie National Geographic”
 - Watch the video about Leonardo Di Caprio’s speech at the UN
 - Write an article about climate change for the school online magazine

01

Worksheet A

Emergency

Destruction

Mass demonstration

Greenhouse gases

Devastation

02

Worksheet A

Everybody's concern

Stop polluting

Emission

Production

New awareness

02

How Green are you?

1. You are busy in your house tidying up going from room to room spending 5 to 10 minutes in each. Which is the best way to save energy?
 - a. Switch the lights on and off every time you move from room to room
 - b. Keep the lights on as you move about the house
 2. You are hungry and want to bake a potato. Which method is 'greener'?
 - a. Put it in an electric oven for an hour
 - b. Quickly zap it in the microwave
 3. You are thirsty so you go to a café to buy a drink. What do you choose?
 - a. A bottle of mineral water
 - b. A cup of coffee in a polystyrene cup
 4. You need a new shirt / blouse and there are two that you like in the shop. You look at the label and see that one is made of 100% pure natural cotton and the other is 50% polyester. You want to be as environmentally friendly as you can. Which one do you choose?
 - The 100% cotton shirt
 - The 50% polyester shirt
 5. Do you leave the tap on when you brush your teeth?
 - a. Yes
 - b. No
-

05

How green are you?

1. As well as putting their health and the health of those around them in danger, smokers also put the environment in danger.
 - a. True
 - b. False
 2. Which is the 'greenest' way to wash your clothes?
 - a. Machine wash in cold water
 - b. Hand wash in hot water
 3. Which form of transport is better for the environment?
 - a. Driving by car
 - b. Flying by plane
 4. When you go to the supermarket how do you take your shopping home?
 - a. In plastic carrier bags from the supermarket
 - b. In your own bag or basket
 5. If you have the choice, how do you prefer to buy a cold drink in a café?
 - a. In a can
 - b. In a glass bottle
-

04

How many did you get right?

1-3	4-6	7-10
<p>You have a lot of changes to make if you want to be greener.</p>	<p>Not bad! You know about how you can help the planet. You are quite green.</p>	<p>Well done! You have a very green head on your shoulders!</p>

Climate change - Discussion Statements

01

Climate change is the most serious threat to our planet at the moment

All countries should be forced to apply serious regulations to reduce carbon emissions

Normal people can't do much to stop global warming

Everybody should do whatever they can to save energy

I am worried about climate change

Climate change isn't as serious as people say. People like to worry about something!

There are simply too many people living on planet earth!

We are going to lose many animal species and areas of low land in the very near future because of global warming



Lesson 2 Fake news: can you spot it?

Introduction

The lesson begins with a brief discussion about news and fake news.

Students then skim read two webpages. One website is about the Tree Octopus (a spoof), while the other is about the Octopus Tree.

After a brief reading comprehension activity, students study the websites, using a set of questions to help them. The goal is to discover which one is the fake website and why it's fake!

As a final activity, students find other fake news stories currently circulating the internet. They choose one from the list and design a post or meme advising their friends not to fall for it.

Age group

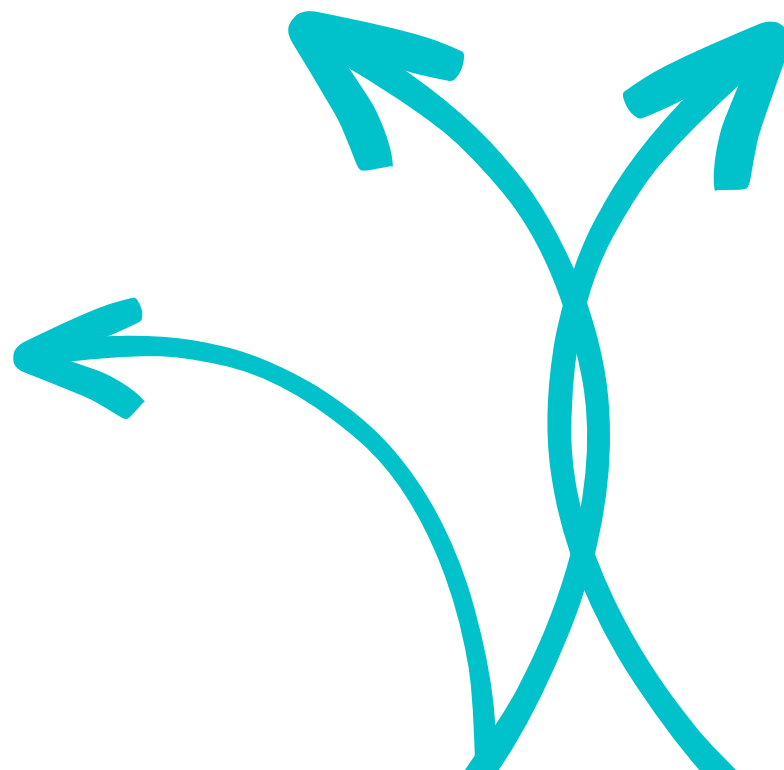
Secondary students

Level

CEF Level B1+

Time

45-60 minutes



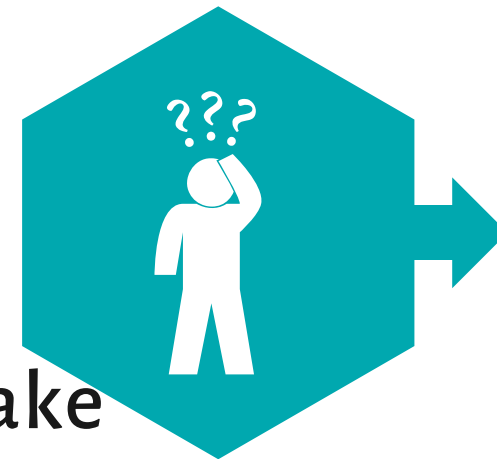
AIMS



1 - To expand knowledge of vocabulary related to news and the media

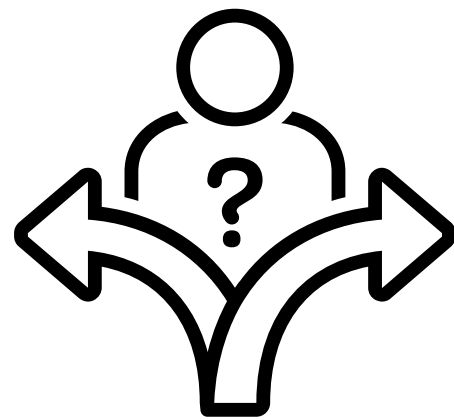


2 - To raise students' awareness of fake news through discussion and reading

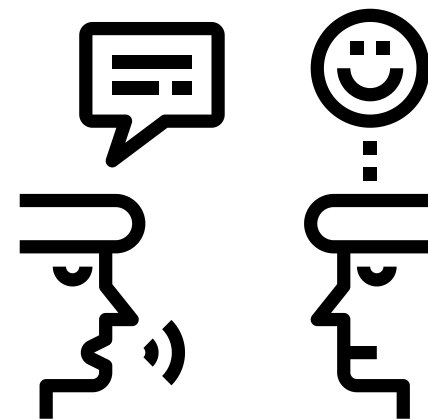


3 - To develop students' 21st-century skills, including critical thinking, collaboration and media literacy

Materials



**Student
worksheet**



Webpages:

<https://zapatopi.net/treeoctopus/>

**[https://www.atlasobscura.com/places/octopus-
tree-of-oregon](https://www.atlasobscura.com/places/octopus-tree-of-oregon)**



Procedure

- **Lead-in (5 – 10 min)**

- *Tell the class that today's lesson is about real and fake news websites.*
- *Hand out the worksheet. Ask students to answer Q1 in small groups.*
- *Bring the class back together. Elicit the meaning of 'fake news'.*
- Encourage students to come up to the board and write a simple definition. Use prompts to help them develop a more complete definition as a class, e.g. Is it deliberate? Is it always a complete lie or does it contain some true elements? Where do you find it? How is it spread? Why is it done? Read out a definition.

Answer key

Fake news: the deliberate spreading of misinformation or hoaxes spread via traditional print and broadcast news media or online media. Fake news is written and published usually with the intent to mislead in order to damage an agency, entity or person, and/or gain financially or politically, often using sensationalist, dishonest or outright fabricated headlines and images to increase readership. (Wikipedia)

Fake news: false stories that appear to be news, spread on the internet or using other media, usually created to influence political views or as a joke. (Cambridge Dictionary)

Procedure

- **Reading task (10–15 mins)**

- Introduce Q2 of the worksheet. Tell the class that they are going to skim read two website pages. One site is about a Tree Octopus, the other is about an Octopus Tree. (Important: don't explain yet that one is fake.)
- Send students to the websites (high-tech).
<https://zapatopi.net/treeoctopus/>
<https://www.atlasobscura.com/places/octopus-tree-of-oregon>
- Set a time limit. Monitor and help students as they read the two websites quickly, looking for specific information. Discourage them from spending a long time looking up unknown vocabulary. Then briefly check the answers.

Procedure

- **Reading task (10–15 mins)**

Answer key: Tree Octopus

Habitat: In the temperate rainforests of the west coast of North America. Characteristics: The octopus has eight arms. On average (measured from arm-tip to mantle-tip) it is 30–33cm long. It is amphibious, intelligent and its eyesight is comparable to that of humans. History: The octopus has become endangered because the fashion industry began to kill it in large numbers and sell it to the rich in the form of hat ornaments.

Answer key: Octopus Tree

Habitat: Pacific Northwest coast of the USA

Characteristics: The tree itself extends from a central base that is 15 metres around, and instead of shooting straight up with a central trunk, the body of the tree splits into a number of smaller trunks.

History: It is believed to be around 250 to 300 years old. No one knows how this tree came to have so many trunks.

Procedure

- **Discovery activity (15-20 minutes)**

- Lead students into Q3. Explain that one of the two websites was fake! Invite them to guess which one, but don't give away the answer!
- Turn to p.2 of the worksheet and explain that we can use five W-questions to help us validate websites. Pre-teach some useful vocabulary from the W-questions: credible/genuine/authentic/legitimate, suspicious, sensational, source, layout, URL, headline, reverse Google image search, Photoshop.
- Ask students to work in groups. Tell them to apply the W-questions to the two websites in order to find out which one is fake. Students make notes of the evidence that shows the fake one. Note: students can divide up the W-questions between them to make the activity quicker and easier.

Procedure

- **Discovery activity (15-20 minutes)**

- Finally, as a whole class, elicit the answers. Ask: Which one is fake? (The Tree Octopus). How do you know? Elicit the evidence that proves it's fake (1. The URL is incomplete; 2. the content – see the section on history – is sensational and not credible; 3. the images of the octopus consist entirely of artwork and Photoshopped images – a reverse image search shows this; 4. there is no 'About Us' section or contact information on the page; 5. a simple check on more credible websites, such as Snopes and Wikipedia, reveals that the creature doesn't exist.)
- Optional: Have students look at the Wikipedia entry for the Tree Octopus and the Octopus Tree. Additionally, invite them to look at the Snopes page, which explains that it's fake. (Note that this excellent Tree Octopus site has been used in schools around the world to test students' media literacy skills.)
- Ask students: Did you guess it was fake? How? What do you think of the quality of the fake website?

Procedure

- **Project (or homework)**

- Introduce students to Q4. Time allowing, encourage them to find one (or more) of the fake stories currently circulating the Internet.
- Have students create a meme, post or tweet, warning their friends not to fall for this fake news story. They should supply a fact, e.g. the image is fake.
- Have them to use on line and interactive games in order to find out fake games:

<https://www.getbadnews.com/books/english/>

<https://www.bbc.co.uk/news/resources/idt-876odd58-84f9-4c98-ade2-590562670096>

<https://medium.com/@bobhone.designer/how-to-play-the-factitious-2018-news-game-9969aaa8f2a7>

1. Group discussion

Where do you get your news? Which sources do you use?

What do you think about this sentence? 'It must be true because I read it on the internet.' What do you understand by 'fake news'? Brainstorm some keywords you associate with it.

1. Skim read the two websites. Complete the table.

Go to these links and read them quickly. Make brief notes about the tree and the octopus.

<https://zapatopi.net/treeoctopus/> <https://www.atlasobscura.com/places/octopus-tree-of-oregon>

	Habitat	Characteristics	History
Tree Octopus			
Octopus Tree			



Speaking and Reading

3. Check the validity of the two websites using the FIVE Ws.
Which site is fake? How do you know it's fake?

4. Find one of these recent fake news stories. Create an informative meme or post to warn your friends about it.

A weird cat with two legs was captured by Google Street View.

Japan has the best fireworks in the world – the fireworks are moons and stars. The world's tallest teenager is 6ft 11in (210.82cm) and towers over her teacher.

A 79-year-old woman called Abigail wants to give you \$5.7 million to distribute to charity

Kentucky Fried Chicken is giving three free chicken buckets to everyone as a way of celebrating the company's 67th anniversary

The actor Peter Dinklage (who plays the character Tyrion Lannister in Game of Thrones) is dead.



Speaking and Reading

1. WHERE does the information come from?

Look at the URL. Does it look familiar or credible?

2. WHEN was the post put online?

What's the date on the post? Is the date real? Is the post recent?

3. WHO created the information?

Who wrote the article? Who took the photo?

4. WHAT does the post or website look like?

Look at the layout. Is the website well presented and carefully organised? Look at the headline. Is it sensational? Is there an "About Us" section with contact information? Are sources given for the information? Is the spelling and grammar correct?

5. HOW do you know for certain that it's true?

Check the content again. Does any information seem unlikely? Too good (or too amazing) to be true?
