

ENVIRONMENTAL FACTS DURING THE PANDEMIC

Authors:

Stefan Haering and Christiane Bolte-Costabiei

SUMMARY

Students will introduce themselves to the partner class by researching the effects of the pandemic on the environment – especially in their home country or region – and presenting their results to the partner class.

GOALS

Students can use the internet to research facts about the environment.

Students learn facts about how the pandemic is affecting the environment.

LANGUAGE GOALS

Students can summarize the information they researched and present a 2-3 minute video or talk.

Students can respond to their peers' presentations and voice their own opinions.

DURATION

1-2 Weeks

LANGUAGE

English

MATERIALS

Worksheet for All Students: Getting to Know One Another Task *ENVIRONMENTAL FACTS DURING THE PANDEMIC*

DESCRIPTION

Students will introduce themselves to the partner class by researching the effects of the pandemic on the environment – especially in their home region or country – and presenting their results to the partner class.

They will work in groups within their respective classes and research the pandemic's impact on the environment using the internet.

They will use their findings to create a short video or presentation, which will be presented synchronously or asynchronously, as necessary.

TEACHER PREPARATION

Teachers will choose the medium of the exchange, whether it be a video conference tool or video sharing platform.

Materials

See Document *OVERVIEW OF TOOLS*

CLASS INTRODUCTION

Teachers will send their students information about the process, duration, and content of the project.

Teachers will explain the task to their students and give them the respective access data for the chosen medium.

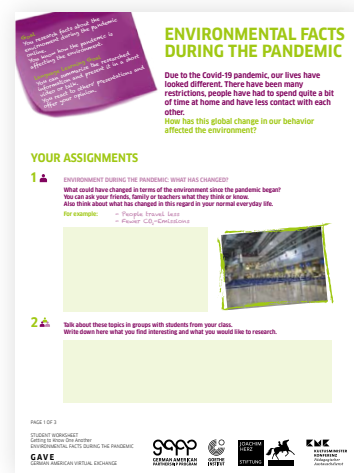
Material

Worksheet for All Students: Getting to Know One Another Task *ENVIRONMENTAL FACTS DURING THE PANDEMIC*

EXCHANGE

Teachers will send students the worksheet. The students will work on the project in multiple steps:

First, the students will brainstorm either individually or as a class. They will consider what aspects of the environment may have changed as a result of the pandemic.



ENVIRONMENTAL FACTS DURING THE PANDEMIC

Authors:

Stefan Haering and Christiane Bolte-Costabiei

MEDIUMS

Teachers will use the established communication channels between themselves and their students.

Students will use a simple video editing tool with which they can record their presentation or use presentation software to present live online.

Students will use a video conference tool to meet with the partner class online.

DIFFICULTY



EXCHANGE *continued*

Next, the students will form groups within their class and exchange their ideas about the effect of the pandemic on the environment. After they have discussed their ideas, they will pick some of the most interesting ones and begin research. They will analyze their environment and survey people who they deal with in their daily lives to find out what they think or have observed has changed due to the pandemic.

Finally, they will create a 1-2 minute video or short presentation about what they have discovered, concentrating on their own region or home country. If the students meet synchronously online, they will give their results as a short presentation and host a short discussion with the other students afterward. If the students meet asynchronously, they will instead record a short video and share it over the respective platform, where they can comment on each other's presentations.

REFLECTION

Online or in the classroom, students will reflect on which cultural differences, distinctions, and similarities they observed from the task. See activities in the document *METHODS FOR REFLECTION IN THE CLASSROOM*.

For the reflection, there are key questions available. See the document *REFLECTION QUESTIONS FOR STUDENTS*.

PERSONAL NOTES