

Environmental Issues via MovieTalk for DLI

Anastasia James



This is a unit for a Spanish DLI class that will help novice to advanced students learn to participate effectively in MovieTalk discussions by answering various questions in a class period. It will gradually move them into discussing environmental issues with the ultimate goal of seeing the ways that target language communities are taking empowered, culturally specific action (rather than being helpless victims) on the environmental problems they are facing.

Time needed will range from 15 to 25 minutes depending on extension activities selected.

Unit goals

- Communication
 - Each lesson focus on a short list of specific high-frequency, level-appropriate language structures to scaffold the discussion.
 - Mini-explanations in English of issues of form (such as grammar or spelling patterns) will accompany the teacher's presentation of the list.
- Cultures
 - Various cultures are represented. To provide students with a variety of perspectives and knowledge regarding how other cultures are bringing awareness regarding environmental issues, climate change, and environmental injustices.

- Practices:
 - The videos highlighted above provide different ways the target language communities are bringing awareness, being change to their situations, and providing example to others on how they can restore and minimize damage to their communities regarding environmental issues.
- Perspectives:
 - Various perspectives are shown throughout the lessons. Ranging from different spanish speaking countries, Indigenous people, disenfranchised, low-income, agricultural communities, afro-latino communities.
- Connections:
 - Students will be asked to engage knowledge of environmental issues from the Human Impact standards in Science and the Modern Languages.
- Communities:
 - There are various communities highlighted throughout the videos. They range from Spain, Mexico, United States, Colombian rural and pacific areas, Panamá, Honduras, Costa Rica, Guatemala, Nicaragua, El Salvador, Ecuador. Specifically the indigenous Kuna/Guna people, Garifuna (Afro-latino and indigenous people of Honduras), the community of La Toma, Colombia, indigenous people of Sarayaku, Ecuador, rural and tropical areas, and urban areas, low income, disenfranchised and marginalized communities.
- Products:

Introduction Unit: Simple videos to teach students about the “Movie Talk” strategy and ease them into the theme of Environmental Issues

Video #1 CGI Animated Short Film: Espero (Hope). A funny video that displays the relationship between Earth and humans.

- **Video #2 Save the Earth: Robot and little bird.** A video regarding the relationship between a bird and a robot and how we must be mindful of our carbon footprint and devastation with technology.

Unit 1: Climate Change - Videos to help bring awareness to climate change and its effects.

- **Video #1 Glace à l'eau.** An iceberg is separated from his family and discourses fear of the fate of his ice family.
- **Video #2 El plástico y la contaminación ambiental.** Awareness of plastic contamination and its effects on the fauna and flora. The importance of recycling or implementing recycling programs.
- **Video #3 Toxic Tours.** The environmental company Greenpeace is challenging the people of Mexico to help clean up the rivers of Mexico. It is a funny announcement in the form of a commercial to get people to visit various rivers to see for themselves the harmful effects.

Unit 2: Social Injustice and Environmental Injustice - Videos that bring awareness of various disenfranchised individuals are affected by companies and climate change.

- **Video #1 Justicia Climática.** A look at how others are affected by big companies.
- **Video #2 Cambio Climático Envía Gente a la Pobreza.** Caption about the ugly truth that due to economics, people less fortunate will suffer due to climate change.

Unit 3: The People- Videos that highlight of various people (ingenious, poor, farmers, and afro latinos) and the effects of climate change and solutions.

- **Video #1 Indigenous People & Climate Change: Social and Environmental Conflicts in Latin America.** The effects of the environmental crisis on indigenous people in Latin America .
- **Video #2 Premio Ambiental Goldman-Francia Márquez.** Francia Márquez, a leader in the afro colombian community. Speaks about her struggle to push for a better life for her people of La Toma Colombia.

- **Video #3 Comunidad en indígenas en peligro (Kuna/Guna)**
News clip from Univision (Spanish television network) regarding the Kuna (Guna) indigenous people in Panama who are suffering the loss of their islands due to rise in ocean water.
- **Video #4 Honduras-El pueblo Garífuna.** In Honduras, the Garifuna people are organizing strategies to help defend the environment and the lands they live one from mining concessions.
- **Video #5 Honduras La (Ofraneh).** The (Ofraneh) organization is mobilizing peaceful protest regarding a law the infringes on their land and the people that reside there.
- **Video #6 El arte y el juego para comunicar el cambio climático.** Organization Fondo Accion talks about how they unite music and play to voice their concerns regarding the environment and ways to protect and preserve the forests.
- **Video #7 Las comunidades indígenas tenemos soluciones innovadoras ante el cambio climático** A march in San Francisco where many indigenous leaders were present. Maian Cisneros speaks to the audience about the importance of respecting Mother Earth.
- **Video #8 Proyecto Vía Verde.** A solution regarding vertical gardens along highways to promote healthier air and trap carbon dioxide.



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MOVIE TALK: ESPERO



Today's : I can identify the main idea/concepts and interpret the video and discuss using the target language.

Cómo proteger la tierra
Contaminación de la tierra
La polución
Personas/gente /hombre/ mujer / bebe
Trieste, Feliz, Medio, Cansado, Vivo, Muerto
Podemos plantar semillas
reciclar
tener en cuenta los recursos naturales
conserve el agua
cargarla
estamos cuidando la tierra/no estamos cuidando
de la tierra
hay un problema

Resources on the wall : Palabras interrogativas.

¿Quién? Who? (one person) ...
¿Quiénes? Who? (more than one person) ...
¿Qué? What? ¿Qué quiere [él, ella]? ...
¿Dónde? Where? . Porque - Because
¿Cómo? How? ¿Por qué? Why?
¿Cómo sabes? ¿Cuál? Which?
¿Cuándo? When?

Time required: 10-45 minutes

CGI Animated Short Film: Espero (Hope)

A funny video that displays the relationship between Earth and humans.

https://youtu.be/b6_G-PRIDwk

Goals for this Movie Talk discussion beyond the specific language structures on the slide above.

- Get students familiar with the structure of the activity and the expectations of answering chorally every one of the teacher's various questions.
- Set expectations for how students can occasionally use English for deeper aspects of the discussion.
- Engage students in a variety of environmental injustices and social-emotional learning regarding different environmental issues that plague their communities.

Assessment

- Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction.
- Exit ticket where students translate the language goals to English [or teacher

observation of extension activity]

Steps

- Explain the overall goal of creating discussion of the main ideas and events in the videos with the resources available
- Explain the expectations of answering the questions chorally and how and when the use of English is appropriate.
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)
- Important moments to pause and discuss (though any moment with talking about could become a pause depending on available time).

Sample Questions (**Please feel free to add or modify the questions as you see fit for the appropriate language level that reflects your students**):

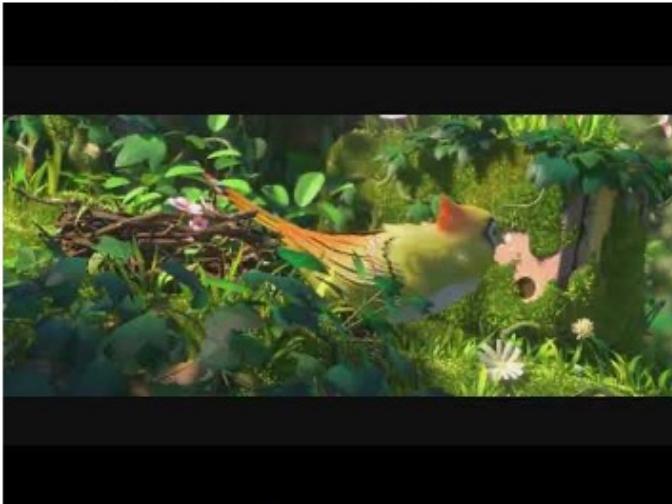
- 0:07 ¿De qué significa el título [Espero]?
 - ¿Por qué debemos tener esperanza?
- 0:10 ¿Cuál de los planetas es?
 - ¿Es mercurio?
 - ¿Es la luna?
 - ¿Es venus?
 - ¿La tierra es el planeta más cercano al sol?
 - ¿La tierra es nuestro planeta?
 - ¿Por qué podemos vivir en el planeta tierra?
- 0:59 ¿Es un bebe?
 - ¿Cómo es el bebe?
 - ¿Quién dejó el bebe allí?
 - ¿Por qué lo dejó allí?
 - ¿Es una buena idea dejarlo allí?
 - ¿Cómo se siente la tierra con el bebe?
 - ¿Tienen una buena relación?
- 1:36 ¿Cómo está la tierra?
 - ¿Está cansada?
 - ¿Porque está cansada?
 - ¿Tiene una buena relación con el bebe?
- 1:43 ¿Hay un bebe?
 - ¿Es un elefante en los pañales?
 - ¿Qué significa los pañales?
 - Porque todavía están en pañales?
- 2:07 ¿Qué pasa con la tierra?
 - ¿Podemos ayudarla?
 - ¿Cómo podemos ayudar?

- 2:30 ¿Está muriendo?
 - ¿Cómo ayudamos?
 - ¿Cuál es el mensaje de este video?

Potential extension activities (time permitting)

- Students access the video on a device and lead the same Movie Talk in small groups
- Students write a summary (in the target language) and a reflection (in the target language and/or English)

MOVIE TALK: SAVE THE EARTH: ROBOT AND LITTLE BIRD



Resources on the wall :Palabras interrogativas.
¿Quién? Who? (one person) ...
¿Quiénes? Who? (more than one person) ...
¿Qué? What? ¿Qué quiere [él, ella]? ...
¿Dónde? Where? . Porque - Because
¿Cómo? How? ¿Por qué? Why?
¿Cómo sabes? ¿Cuál? Which?
¿Cuándo? When?

Today's : I can identify the main idea/concepts and interpret the video and discuss using the target language.

pájaro/robot/ciervo/gusano/pez/pájaro
carpintero=bird/robot/deer/worm/fish/woodpecker
bosque/cuidad/rio/campo= forest/city/river/field
picoteando algo=pecking something
vivo/muerto=living/dead
mano/pistola/musgo/partes de la tierra=a hand/gun/moss/parts of the earth
creciendo=growing
nido/flores= nest/flowers
escanea el bosque=scan the forest
está lloviendo/hace sol=it's raining/ it's sunny
tomando agua/recogiendo agua = drinking water/gathering water
hermoso/feo= beautiful/ugly
mirar=to see
asusta=startle/frighten
provocar =provoke/trigger
disparar al bosque=shoots up the forest
destruye los árboles=destroys the trees
el nido está destruido=the nest is destroyed
obtener información de otros robots=gain information from other robots
una guerra de robots=robot war
ofrece una ramita=offers a twig
amistad=friendship
nuevos comienzos=new beginnings

Time required: 10-45 minutes

Save the Earth: Robot and little bird

A view regarding the relationship between a bird and a robot and how we must be mindful of our carbon footprint and devastation with technology.

https://youtu.be/r3O5_Sm2-Yg

Goals for this Movie Talk discussion beyond the specific language structures on the slide above.

- Get students familiar with the structure of the activity and the expectations of answering chorally every one of the teacher's various questions.
- Set expectations for how students can occasionally use English for deeper aspects of the discussion.
- Engage students in a variety of environmental injustices and social-emotional learning regarding different environmental issues that plague their communities.

Assessment

- Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction.

- Exit ticket where students translate the language goals to English [or teacher observation of extension activity]

Steps

- Explain the overall goal of creating discussion of the main ideas and events in the videos with the resources available
- Explain the expectations of answering the questions chorally and how and when the use of English is appropriate.
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)
- Important moments to pause and discuss (though any moment with talking about could become a pause depending on available time).

Sample Questions (Please feel free to add or modify the questions as you see fit for the appropriate language level that reflects your students):

- 0:45 ¿Qué ves?
 - ¿De qué color es el parajo?
 - ¿Qué está haciendo?
 - ¿Qué es?
- 0:45 ¿El robot está vivo o muerto?
 - ¿Cómo te parece el robot?
 - ¿Tiene una mano?
 - ¿Tiene una pistola?
 - ¿Tiene musgo encima de él?
- 1:19 ¿Qué hace el robot?
 - ¿Está escaneando el bosque?
 - ¿Por qué está escaneando?
 - ¿A dónde piensa que va el robot?
 - ¿Recuerdas algo?
- 1:44 ¿Es un pájaro?
 - ¿Es un ciervo?
- 1:55 ¿Qué tiempo hace?
 - ¿Hace sol?
 - ¿El robot está tomando agua?
 - ¿El robot se está bañando en agua?
- 2:05 ¿El pájaro bana en el agua?
- 2:17 ¿Hay un pájaro en el río?
- 2:24 ¿Que miras el robot?
 - ¿El bosque es hermoso?
 - ¿Hay mucho para mirar?
- 2:25 ¿El robot y el pájaro son amigos?

- 2:36 ¿El robot ayuda el parajo?
- 2:43 ¿Qué asusta al robot?
- 2:56 ¿El robot está provocado?
 - ¿Por qué está cambiando?
- 3:17 ¿Que paso con el nido?
 - ¿Dónde está el pájaro?
 - ¿El robot está feliz o triste?
 - ¿Que está escaneando el robot?
- 3:57 ¿Es una ciudad?
- 4:08 ¿El robot vive en la ciudad?
- 4:27 ¿Hay otros robots en el campo?
 - ¿Por qué hay tantos robots en el campo?
- 4:43 ¿Por qué cambia la mano del robot?
 - ¿Qué ocurrió?
 - ¿Hay seres humanos?
 - ¿Dónde están los humanos?
- 5:38 ¿El pájaro está vivo?
 - ¿Qué ofrece el pájaro?
 - ¿Qué representa la ramita?
- 5:47 ¿En qué dirección va el robot?
- 6:29 ¿Tu predicción fue correcta?
 - ¿Cuál es el mensaje de este video?

Potential extension activities (time permitting)

- Students access the video on a device and lead the same Movie Talk in small groups
- Students write a summary (in the target language) and a reflection (in the target language and/or English)



Unit 1: Climate Change

Videos to help bring awareness to climate change and its effects.

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- Cultures

- Products:
 - **Video #1 Glace à l'eau.** An iceberg is separated from his family and discorves fear of the fate of his ice family.
 - **Video #2 El plástico y la contaminación ambiental.** Awareness of plastic contamination and its effects on the fauna and flora. The importance of recycling or implementing recycling programs.
 - **Video #3 Toxic Tours.** The environmental company Greenpeace is challenging the people of Mexico to help clean up the rivers of Mexico. It is a funny announcement in the form of a commercial to get people to visit various rivers to see for themselves the harmful effects.
 - **Video #4 Emergencia en California.** News clip from Univision (Spanish television network) regarding California's drought and forest fires.
- Connections:
 - Students will be asked to engage knowledge of environmental issues from the Human Impact standards in Science and the Modern Languages.
- Communities:
 - There are various communities highlighted throughout the videos.

Today's Learning 🎉: I can identify the main idea/concepts and interpret the video and discuss using the target language.

Resources on the wall 📚: Question Words- Adónde, Qué, Cómo

El hielo = the ice

hay hielo cayendo = there is ice falling

hay pedazos grandes y pequeñas = there are big and small pieces

herida(o) = injured

La ballena = the whale

el tiburón = shark

viva (o) = a live

Si = Yes

dead

No = No

help

cayendo = falling

throw

flotando = floating

don't know

nadando = swimming

ayudando = helping

jugando = playing

scared

enemigo = enemy

happy

amigo = friend

faro = lighthouse

muerto (a) =

ayuda =

lanza =

no sé = I

piensa = think

eso = this

miedo =

feliz =

triste = sad

acusado =

Movie Talk: Glace à l'eau



Time required: 20-45 minutes

Glace à l'eau

An iceberg is separated from his family and discourses fear of the fate of his ice family.

<https://youtu.be/QI9VlulqTCA>

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Assessment

- Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction.
- Exit ticket where students translate the language goals to English [or teacher

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Sample Questions (**Please feel free to add or modify the questions as you see fit for the appropriate language level that reflects your students**):

- 0:33 ¿Qué está cayendo?
- 0:43 ¿El hielo está flotando?
- 0:45 ¿El hielo tiene una cara?
- 1:05 ¿Cómo se siente el hielo?
- 1:10 ¿Qué fue eso?
- 1:20 ¿Es un enemigo o amigo?
- 1:26 ¿Qué es?
- 1:44 ¿Cómo se siente el hielo?
- 2:00 ¿Están jugando el hielo y la ballena?
- 2:09 ¿Cómo se siente el hielo?
- 2:18 ¿Es un enemigo o amigo?
- 2:20 ¿Cómo se siente el hielo?
- 2:30 ¿El hielo está nadando?
- 2:35 ¿Qué es eso?
- 2:55 ¿Está seguro o peligroso la área?
 - ¿Qué ven ustedes?
- 3:57 ¿Quién está en peligro?
 - ¿Por qué está en peligro?
- 4:05 ¿Que piensa que paso?
 - ¿Está muerta la ballena?
 - ¿Está viva la ballena?
 - ¿Está herida la ballena?
- 4:23 ¿Quién ayuda la ballena?
 - ¿Cómo la ayudo?
- 4:40 ¿Qué hice con el barco?
- 4:47 ¿Qué pasó?
- 4:53 ¿La ballena está muerta o viva?

- ¿Qué está haciendo, nadando o flotando?
- 5:09 ¿La ballena encontró el hielo?
 - ¿Es su enemigo o amigo?
- 5:12 ¿Cómo se siente la ballena?
- 5:37 ¿Están felices o tristes?
- 5:39 ¿El hielo es grande o pequeño?
- 5:50 ¿Cuál es el mensaje del video?

Potential extension activities (time permitting)

- Students access the video on a device and lead the same Movie Talk in small groups
- Students write a summary (in the target language) and a reflection (in the target language and/or English)

Today's Learning 🎉: I can identify the main idea/concepts and interpret the video and discuss using the target language.

País = country

España= Spain

Francia = France

Mujer/Hombre = Woman/Man

Tomando agua/Tirando la botella = drinking water/throwing the bottle

Contenedor = Container

Organizado = Organized

Equivalente = Equal-Equivalent

Tener hambre/Tener sed = To be hungry/thirsty

Montar caballo/Montar bicicleta = ride a horse/bike

Plástico/Botella/Orgánico = Plastic/Bottle/Organic

Feliz/Triste/Miedo/Enojado = Happy/Sad/Scared/Angry

Mar/Océano/Río/Lago = Sea/Ocean/River/Lake

Pez/Ave/Animales acuáticos/Humanos=

Fish/Bird/Aquatic Animals/Humans

Murió=Died

Saliendo = Coming out

Hoyo = Pit/Hole

Residuos tóxicos/acuífero = toxic waste/ground water

Contaminar la agua= Contaminate the water

Agua=Water

*guiso lixiviado = Sludge/Liquid waste

Pegados juntos = Stuck together

Quemando/Derritiendo = Burning/Melting

Moler/Cortar = To grind/To cut up

Gránulos de plástico = Plastic pebbles

Resources on the wall

Question Words: Por qué, Cuándo,

Quién, Dónde, Qué, Cómo

Colors

Verbs: llevar,deshacer, comer, deber,
estar, beber

Movie Talk: [El plástico y la contaminación ambiental](#)



Time required: 20-45 minutes

El plástico y la contaminación ambiental

Awareness of plastic contamination and its effects on the fauna and flora. The importance of recycling or implementing recycling programs.

<https://youtu.be/9qYdFoS0S8E>

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- Exit ticket where students translate the language goals to English [or teacher observation of extension activity]

Steps

- Explain the overall goal of creating discussion of the main ideas and events in the videos with the resources available
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- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)
- Important moments to pause and discuss (though any moment with talking about could become a pause depending on available time).

Sample Questions (Please feel free to add or modify the questions as you see fit for the appropriate language level that reflects your students):

- 0:03 ¿Qué país están mostrando?
 - ¿Es Estados Unidos?
- 0:10 ¿Hay una mujer?
 - ¿Es un bebe?
 - ¿Es un hombre?
 - ¿Qué lleva el hombre?
 - ¿Qué tiempo hace?
 - ¿Cuántos contenedores hay?
 - ¿De color son los contenedores?
 - ¿Cómo está organizado?
 - ¿El señor tiene hambre o sed?
 - ¿El señor monta caballo?
- 0:16 ¿Por qué el señor tiró la botella en el lago/ río?
- 0:24 ¿Qué emociones mostró la botella?
- 0:32 ¿Dónde está la botella?
 - El plástico en el océano es equivalente a cual país?
- 0:43 ¿Cuántos años se necesitan para deshacer el plástico en el océano?
 - ¿Qué come el plástico?
- 0:51 ¿Quiénes murieron?
- 1:07 ¿La botella está en el contenedor de orgánico?
 - ¿Debería estar allí?
- 1:18 ¿Que está saliendo del hoyo?
 - ¿Qué hace con los residuos tóxicos?
- 1:25 ¿Que come plástico?
 - ¿Que come pez y mariscos?

- 1:38 ¿Dónde quiere que el señor tiró la botella?
- 1:45 ¿Cómo están las botellas?
- 1:55 ¿Están pegados o separados?
- 1:58 ¿Están limpiando las botellas?
- 2:00 ¿Están quemando las botellas?
- 2:13 ¿Cómo se llama este producto?
- 2:23 ¿Qué destino escogerías tú?
 - ¿Cuál es el mensaje de este video?

Potential extension activities (time permitting)

- Students access the video on a device and lead the same Movie Talk in small groups
- Students write a summary (in the target language) and a reflection (in the target language and/or English)

Today's Learning :

esnorquel/snorkel = snorkel es = it is/its
 promocionar = to promote pescar = to fish
 petróleo= oil
 seguro = safe
 relajar = relax
 someone doing... tipo = type
 rio = river
 lago = lake
 Santiago River
 oceano = ocean
 este lugar = this place
 el agua = water
 tóxica = toxic
 mercurio/plomo/ftalato/cadmia/benceno/cloroformo= mercury/lead/phthalate/cadmium/benzene/chloroform
 contaminado = contaminated
 buena recomendación= good recommendation
 mal recomendación= bad recommendation
 agencia de viaje = travel agency
 compañía = company
 director = manager
 error/problem = error/problem
 escriben tarjetas postales = they write postcards
 viajar = travel
 con, si, no = with, yes, no
 comprarías = would you buy
 qué color es= what color is.
 saludable = healthy

Resources on the wall :

Question Words- Quieres, Porque, Cual, Que, Cuanto, Donde, Colors, Verb Ser, Estar, Conjugation chart



Movie Talk: Toxic Tours

Time required: 20-45 minutes

Toxic Tours

The environmental company Greenpeace is challenging the people of Mexico to help clean up the rivers of Mexico. It is a funny announcement in the form of a commercial to get people to visit various rivers to see for themselves the harmful effects.

<https://youtu.be/hTHw3LJenl0>

Goals for this Movie Talk discussion beyond the specific language structures on the slide above.

- Get students familiar with the structure of the activity and the expectations of answering chorally every one of the teacher's various questions.
- Set expectations for how students can occasionally use English for deeper aspects of the discussion.
- Engage students in a variety of environmental injustices and social-emotional learning regarding different environmental issues that plague their communities.

Assessment

- Teacher's ongoing assessment of student responses during the discussion

- and immediate adjustments to instruction.
- Exit ticket where students translate the language goals to English [or teacher observation of extension activity]

Steps

- Explain the overall goal of creating discussion of the main ideas and events in the videos with the resources available
- Explain the expectations of answering the questions chorally and how and when the use of English is appropriate.
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)
- Important moments to pause and discuss (though any moment with talking about could become a pause depending on available time).

Sample Questions (Please feel free to add or modify the questions as you see fit for the appropriate language level that reflects your students):

- 0:04 ¿En que está nadando la mujer?
 - ¿Es seguro o peligroso nadar en agua contaminada?
 - ¿Qué puede suceder si nadas en agua contaminada así como están mostrando en el video?
 - ¿Qué promociona Carla?
 - ¿Está feliz Carla?
 - ¿De qué color es el agua?
 - ¿Está feliz la mujer?
 - ¿Quieres snorkel en petro?
- 0:07 ¿Qué ven ustedes?
 - ¿De qué color es el río?
 - ¿Cómo está el clima hoy?
 - ¿Qué está flotando en el río?
 - ¿Es seguro o peligroso el agua?
 - ¿Qué está haciendo la señora?
 - ¿Te gustaría hacer kayak en este río?
- 0:11-0:14 ¿A los hombres en el video les parece que les encanta pescar en el lago?
 - ¿Los peces están vivos o muertos?
 - ¿Es saludable comer pescado contaminado?
 - ¿Hay un riesgo de pescar en el lago?
- 0:14 ¿Qué puedes hacer en este río?
 - ¿Puedes relajarte en este ambiente?
 - ¿Te da miedo estar en esta situación?
 - ¿Es seguro o peligroso estar en agua contaminada?

- ¿De qué color es el agua?
- 0:16 ¿Qué hace el señor?
 - ¿De qué color es el agua?
 - ¿Es una buena recomendación?
- 0:25 ¿Qué es Toxic Tours?
- 0:33 ¿De que está contaminado los ríos?
- 0:40 ¿Qué están haciendo?
- 0:49 ¿Donde puede ver esta información
- 1:08 ¿Quién es el manager de esta compañía?
- 1:14 ¿Cuál es una de los ríos más contaminados en México?
- 1:20 ¿Qué más hacen para promocionar este error?
- 1:48 ¿Van a viajar con Toxic Tours?
 - ¿Cuál es el mensaje de este video?

Potential extension activities (time permitting)

- Students access the video on a device and lead the same Movie Talk in small groups
- Students write a summary (in the target language) and a reflection (in the target language and/or English)



Unit 2 Justicia Social y Ambiental

Unit 2: Social Injustice and Environmental Injustice

Videos to help bring awareness to climate change and its effects.

This is a unit for a Spanish DLI class that will help novice to advanced students learn to participate effectively in MovieTalk discussions by answering various questions in a class period. It will gradually move them into discussing environmental issues with the ultimate goal of seeing the ways that target language communities are taking empowered, culturally specific action (rather than being helpless victims) on the environmental problems they are facing.

Time needed will range from 20 to 45 minutes depending on extension activities selected.

Unit goals

- Communication
 - Each lesson focus on a short list of specific high-frequency, level-appropriate language structures to scaffold the discussion.
 - Mini-explanations in English of issues of form (such as grammar or spelling patterns) will accompany the teacher's presentation of the list.

- Cultures
 - Products:
 - Video #1 Justicia Climática. A look at how others are affected by big companies.
 - Video #2 Cambio Climático Envía Gente a la Pobreza.
Caption about the ugly truth that due to economics, people less fortunate will suffer due to climate change.
- Connections:
 - Students will be asked to engage knowledge of environmental issues from the Human Impact standards in Science and the Modern Languages.
- Communities:
 - There are various communities highlighted throughout the videos.

MOVIE TALK: JUSTICIA CLIMÁTICA

Today's Learning 🌎:

vive en el campo/ la ciudad = lives in the country/city

grande/pequeña = huge/small

su casa = her house/their house

temporadas largas de sequía = long dry seasons

hay sequias = there are droughts

inundación = flooding

lluvia/gotas = rain / drops

condiciones climáticas = weather conditions

grave = serious

ninos/mujeres/los pobres=children/women/the poor

lesión/enfermedades/muerte debido de calor =

injuries/diseases/death due to heat

acceso a información=access to information

educación=education

servicios de salud=health services

Resources on the wall 📚:
Question Words- Adónde, Qué, Cómo



Time required: 20-45 minutes

Justicia Climática

A look at how others are affected by big companies.

<https://youtu.be/7w10eAz38iE>

Goals for this Movie Talk discussion beyond the specific language structures on the slide above.

- Get students familiar with the structure of the activity and the expectations of answering chorally every one of the teacher's various questions.
- Set expectations for how students can occasionally use English for deeper aspects of the discussion.
- Engage students in a variety of environmental injustices and social-emotional learning regarding different environmental issues that plague their communities.

Assessment

- Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction.
- Exit ticket where students translate the language goals to English [or teacher

observation of extension activity]

Steps

- Explain the overall goal of creating discussion of the main ideas and events in the videos with the resources available
- Explain the expectations of answering the questions chorally and how and when the use of English is appropriate.
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)
- Important moments to pause and discuss (though any moment with talking about could become a pause depending on available time).

Sample Questions (Please feel free to add or modify the questions as you see fit for the appropriate language level that reflects your students):

- 0:04 ¿Qué muestra la balanza entre justicia y climática?
 - ¿Qué significan estas palabras?
 - ¿Cómo nos afecta?
- 0:11 ¿Donde vive Maria en la ciudad o el campo?
 - ¿Qué ven ustedes?
 - ¿Vive en la playa?
 - ¿Hay agua cerca?
 - ¿Qué tiempo hace?
 - ¿Maria tiene frío?
- 0:15 ¿En qué país vive Maria?
 - ¿Hace mucho calor donde vive Maria?
- 0:22 ¿Qué está ocurriendo donde vive Maria?
- 0:29 ¿Llueve mucho donde vive Maria?
- 0:36 ¿De qué está sufriendo Maria?
- 0:55 ¿Están de acuerdo que todos están responsables de lo que está pasando con Maria?
- 0:58 ¿Qué podían ver del mapa?
- 1:15 ¿Quienes sufren más del cambio climático?
- 1:30 ¿Quienes trabajan normalmente en los campos?
- 1:42 ¿Cuáles son los problemas que menciona el video?
- 2:04 ¿Cómo pueden cambiar la situación?
 - ¿Cómo puede mejorar injusticia climática en su comunidad?
- ¿Cuál es el mensaje de este video?

Potential extension activities (time permitting)

- Students access the video on a device and lead the same Movie Talk in small groups

- Students write a summary (in the target language) and a reflection (in the target language and/or English)

MOVIE TALK: CAMBIO CLIMÁTICO ENVÍA GENTE A LA POBREZA

Resources on the wall :
Question Words: Por qué, Cuándo,
Quién, Dónde, Qué, Cómo

Today's Learning :

la gente pobre= the poor people
la gente rica = the rich people
pueden reubicarse=can relocate
se queda = people remain
paga para escapar del cambio climático=pay to escape climate change
hambre y conflicto =hunger and conflict
el resto del mundo tiene que sufrir=the rest of the world has to suffer
ejemplo=example
sacos de arena=sandbags
generador eléctrico= electric generator
países mas pobres emiten menos
carbono/sufren más=poor countries emit less carbon dioxide and suffer more



Time required: 20-45 minutes

Cambio Climático Envía Gente a la Pobreza

Caption about the ugly truth that due to economics, people less fortunate will suffer due to climate change.

<https://youtu.be/FBSrAcfQ4eQ>

Goals for this Movie Talk discussion beyond the specific language structures on the slide above.

- Get students familiar with the structure of the activity and the expectations of answering chorally every one of the teacher's various questions.
- Set expectations for how students can occasionally use English for deeper aspects of the discussion.
- Engage students in a variety of environmental injustices and social-emotional learning regarding different environmental issues that plague their communities.

Assessment

- Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction.

- Exit ticket where students translate the language goals to English [or teacher observation of extension activity]

Steps

- Explain the overall goal of creating discussion of the main ideas and events in the videos with the resources available
- Explain the expectations of answering the questions chorally and how and when the use of English is appropriate.
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)
- Important moments to pause and discuss (though any moment with talking about could become a pause depending on available time).

Sample Questions (Please feel free to add or modify the questions as you see fit for the appropriate language level that reflects your students):

- 0:30 Según el narrador, ¿cuál es la principal preocupación?
 - ¿A quién le afecta esta situación?
- 0:51 ¿Quién es capaz de escapar de esta situación?
- 1:14 ¿A quiénes pueden reubicarse?
 - ¿Quiénes quedan para permanecer en áreas contaminadas?
 - ¿Por qué es fácil para los ricos cambiar?
- 1:18 ¿Quines tiene que surfer?
- 1:30 ¿Qué empresa de noticias compartió información sobre cómo los ricos manejo del Huracán Sandy?
- 1:35 ¿Cuánto tiempo estuvo la gente sin electricidad?
- 1:40 ¿Qué tenían los ricos durante esta situación?
- 1:55 ¿Qué zona del mundo son más productivas según el video?
- 2:01 ¿Qué países han visto una prosperidad económica significativa?
- 2:14 ¿Qué pasa con aquellos países que se consideran pobres?
 - ¿Cuál es una consecuencia de ser pobre?
- 2:22 ¿Son los pobres los culpables de la cantidad de emisiones globales que se emiten?
- 2:28 ¿Quien tienen menos para protegerse del cambio climático?
 - ¿Cuál es el mensaje de este video?

Potential extension activities (time permitting)

- Students access the video on a device and lead the same Movie Talk in small groups
- Students write a summary (in the target language) and a reflection (in the target language and/or English)



Unit 2 The People

Unit 3: The People and Solutions

Videos that highlight of various people (ingenious, poor, farmers, and afro latinos) and the effects of climate change and environmental injustices.

This is a unit for a Spanish DLI class that will help novice to advanced students learn to participate effectively in MovieTalk discussions by answering various questions in a class period. It will gradually move them into discussing environmental issues with the ultimate goal of seeing the ways that target language communities are taking empowered, culturally specific action (rather than being helpless victims) on the environmental problems they are facing.

Time needed will range from 20 to 45 minutes depending on extension activities selected.

Unit goals

- Communication
 - Each lesson focus on a short list of specific high-frequency, level-appropriate language structures to scaffold the discussion.
 - Mini-explanations in English of issues of form (such as grammar or

spelling patterns) will accompany the teacher's presentation of the list.

- Cultures
 - Products:
 - **Video #1 Indigenous People & Climate Change: Social and Environmental Conflicts in Latin America.** The effects of the environmental crisis on indigenous people in Latin America .
 - **Video #2 Premio Ambiental Goldman-Francia Márquez.** Francia Márquez, a leader in the afro colombian community. Speaks about her struggle to push for a better life for her people of La Toma Colombia.
 - **Video #3 Comunidad en indígenas en peligro (Kuna/Guna).** News clip from Univision (Spanish television network) regarding the Kuna (Guna) indigenous people in Panama who are suffering the loss of their islands due to rise in ocean water.
 - **Video #4 Honduras-El pueblo Garífuna.** In Honduras, the Garifuna people are organizing strategies to help defend the environment and the lands they live on from mining concessions.
 - **Video #5 Honduras La (Ofraneh).** The (Ofraneh) organization is mobilizing peaceful protest regarding a law that infringes on their land and the people that reside there.
 - **Video #6 El arte y el juego para comunicar el cambio climático.** Organization Fondo Accion talks about how they unite music and play to voice their concerns regarding the environment and ways to protect and preserve the forests.
 - **Video #7 Las comunidades indígenas tenemos soluciones innovadoras ante el cambio climático.** A march in San Francisco where many indigenous leaders were present. Maian Cisneros speaks to the audience about the importance of respecting Mother Earth.
 - **Video #8 Proyecto Vía Verde.** A solution regarding vertical gardens along highways to promote healthier air and trap

carbon dioxide.

- Connections:
 - Students will be asked to engage knowledge of environmental issues from the Human Impact standards in Science and the Modern Languages.
- Communities:
 - There are various communities highlighted throughout the videos.

Movie Talk: Cambio Climático

Today's Learning 🎯:

gente indígena = indigenous people
en la ciudad / en la selva = in the city / in the jungle
maíz = corn / aire = air / agua = water
hay muchos usos = there are a lot of uses
documental = documentary
minería/petróleo = mining/oil
crisis climáticas = climate crises
cambio climático = climate change
compañía = company
tumbaron = they knocked down
expandir = to expand / en riesgo = at risk
electricidad de viento = wind electricity
comunidades = communities
consultar = consult / amenazar = threaten
el aceite de palma = the palm oil
granaderos = cattle farmers
quitando tierra = taking away land
hay productos químicos = chemical products
contaminen/dedicato a la lucha/defender = contaminante/dedicated to the struggle/defend
las fuentes de agua locales = local water sources

Resources on the wall 
Question Words: Por qué, Cuándo, Quién, Dónde, Qué, Cómo



Time required: 20-45 minutes

Indigenous People & Climate Change: Social and Environmental Conflicts in Latin America

The effects of the environmental crisis on indigenous people in Latin America.

<https://youtu.be/-lqnOKxzgdI>

Goals for this Movie Talk discussion beyond the specific language structures on the slide above.

- Get students familiar with the structure of the activity and the expectations of answering chorally every one of the teacher's various questions.
- Set expectations for how students can occasionally use English for deeper aspects of the discussion.
- Engage students in a variety of environmental injustices and social-emotional learning regarding different environmental issues that plague their communities.

Assessment

- Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction.

- Exit ticket where students translate the language goals to English [or teacher observation of extension activity]

Steps

- Explain the overall goal of creating discussion of the main ideas and events in the videos with the resources available
- Explain the expectations of answering the questions chorally and how and when the use of English is appropriate.
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)
- Important moments to pause and discuss (though any moment with talking about could become a pause depending on available time).

Sample Questions (Please feel free to add or modify the questions as you see fit for the appropriate language level that reflects your students):

- 0:12 ¿Qué está haciendo la señora?
 - ¿De qué significa mostrar el tazón hasta el cielo?
 - ¿Cuántos niños hay?
 - ¿Están afuera o adentro?
 - ¿Están en la ciudad o en el bosque?
 - ¿Qué representa el maíz?
- 0:17 ¿Por qué era importante que el autor incluyera esta imagen para que todos lo reflejaban?
- 0:30 ¿A Donde están mostrando, el campo o la ciudad?
- 0:34 ¿Dónde están filmando este video?
- 0:45 ¿Por que están filmando en esas comunidades?
- 0:50 ¿Qué tipo de comunidad es?
- 0:52 ¿Que busca las compañías en esa comunidad?
- 1:19 ¿De dónde es la muchacha?
 - ¿Que paso con sus casa?
 - ¿Por qué tumbaron su casa?
 - ¿Cómo se siente la muchacha?
- 1:28 ¿De dónde es la señora?
 - ¿Qué tipo de energía usan allá?
 - ¿Qué hicieron las compañías?
 - ¿Era justo lo que hicieron las compañías?
- 1:45 ¿De dónde es la señora?
 - ¿Qué está pasando ahora?
 - ¿Qué tipo de proyectos están trayendo a Costa Rica?
 - ¿Qué tipo de trabajo más se produce en Costa Rica?
- 1:54 ¿De dónde son los señores?

- ¿Por qué es malo producir aceite de palma?
- 2:08 ¿De dónde son las señoritas?
 - ¿Por qué fue encarcelada la señora?
 - ¿Por qué están luchando?
- 2:23 ¿De dónde es la señora?
 - ¿De que está en riesgo?
 - ¿De que está amenazado?
 - ¿Qué quiere hacer la señora?
- 3:28 ¿Qué tipo de video es?
 - ¿Cuántos países fueron a visitar?
 - ¿Qué tipo de conciencia están expresando?
 - ¿Cuál es el mensaje de este video?

Potential extension activities (time permitting)

- Students access the video on a device and lead the same Movie Talk in small groups
- Students write a summary (in the target language) and a reflection (in the target language and/or English)

Movie Talk: Premio Ambiental Goldman - Francia Márquez

Today's Learning 🎓:

La Toma, Colombia

Personas afrodescendientes= People of African descent

Racismo contra comunidades afro latinos =Racism against afrolatino communities

cultivando la tierra=cultivating the land

trabajando la agricultura=working in agriculture

lavando oro en el río=washing gold in the river

Comunidad de minería=mining community

luchar por las tierras=fight for the land

adolescente=adolescent

madre soltera=single mom

desalojar la gente de sus hogares=displace the people from their homes

Paso a la minería y desarrollo agrícola=Move to mining and agricultural development

contaminados=contaminated

retroexcavadoras ilegales = illegal backhoes

destrozando la montaña = destroying the mountain

buscando oro=looking for gold

aprender la idioma de jurídico=learn legal language

hacer una petición=make a petition

organizar una marcha=organize a march

protestación de la minera=mineral protest

gobierno = government

acordó desterrar las operaciones mineras ilegales=agreed to ban illegal mining operations

fueron dirigidas a la fuerza=were directed by force

destruir/explotar la maquinaria=destroy/explode the machinery

necesita protección=need protection

Resources on the wall :
Question Words: Por qué, Cuándo, Quién, Dónde, Qué, Cómo



Time required: 20-45 minutes

Premio Ambiental Goldman-Francia Márquez

Francia Márquez, a leader in the afro colombian community. Speaks about her struggle to push for a better life for her people of La Toma Colombia.

<https://youtu.be/Ya2y4ljHp7M>

Goals for this Movie Talk discussion beyond the specific language structures on the slide above.

- Get students familiar with the structure of the activity and the expectations of answering chorally every one of the teacher's various questions.
- Set expectations for how students can occasionally use English for deeper aspects of the discussion.
- Engage students in a variety of environmental injustices and social-emotional learning regarding different environmental issues that plague their communities.

Assessment

- Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction.

- Exit ticket where students translate the language goals to English [or teacher observation of extension activity]

Steps

- Explain the overall goal of creating discussion of the main ideas and events in the videos with the resources available
- Explain the expectations of answering the questions chorally and how and when the use of English is appropriate.
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)
- Important moments to pause and discuss (though any moment with talking about could become a pause depending on available time).

Sample Questions (Please feel free to add or modify the questions as you see fit for the appropriate language level that reflects your students):

- 0:13 ¿Quiénes son los habitantes de esta ciudad?
 - ¿En qué ciudad?
 - ¿Es preciosa este área de Colombia?
 - ¿Hay montañas?
 - ¿Quiénes son los habitantes de esta ciudad?
 - ¿Qué juegan los ninos?
 - ¿Qué juegan los niños?
 - ¿Están felices?
- 0:19 ¿Es hermosa el área?
 - ¿Qué está haciendo el señor?
- 0:27 ¿Esta comunidad es muy independiente? Si o No.
 - ¿Qué hace la gente?
- 0:36 ¿Cómo lo disfrutan los chicos?
- 1:04 ¿Quién es Francia Márquez?
 - ¿Cuándo empezó a luchar por su comunidad?
 - ¿Por qué necesitaba luchar por la comunidad?
- 1:15 ¿El gobierno quería desalojar a la gente?
 - ¿Por qué querían hacer eso?
- 1:24 ¿Los ríos están envenenados de que?
- 1:30 ¿Pueden comer pescado del río?
 - ¿Por qué no pueden comer los?
- 1:40 ¿Que estudió Francia?
- 2:05 ¿Por qué fue interrumpida la educación de Francia?
- 2:25 ¿Cómo le ayudó tener su educación, mejorar las condiciones de su comunidad?

- 2:48 ¿Qué hizo Francia?
 - ¿Cuántos días duró la marcha?
 - ¿Cuántas personas participaron?
- 3:01 ¿De que representa la voz de Francia?
- 3:16 ¿Cuáles fueron los resultados de su lunch en contra del gobierno?
- 3:32 ¿Que paso?
- 3:36 ¿Francia necesita protección?
 - ¿Por qué necesita protección?
- 4:35 ¿Cómo se llama el premio que ganó Francia Márquez?
 - ¿Cuál es el mensaje de este video?

Potential extension activities (time permitting)

- Students access the video on a device and lead the same Movie Talk in small groups
- Students write a summary (in the target language) and a reflection (in the target language and/or English)

Movie Talk: Comunidad en indígenas en peligro (Kuna/Guna)

Today's Learning 🎉:

Panamá

Kuna/Guna

Costa Atlántica=Atlantic Coast

la playa=the beach

paz/feliz/triste=peace/happy/sad

desaparecer=disappear

duna de arena=sand dune

Palmera=Palm tree

cambio climático=climate change

las islas están disminuyendo=the islands are diminishing

islas debajo de la agua=islands underwater

el mar tragando sus islas = the sea is swallowing their islands

amenazados directamente= directly threatened

elevando el nivel del mar=rising sea levels

30 years the islands will disappear=30 años las islas

desaparecerán

moverse a tierra firme=move to dry land

en/fuera de la isla=on/off the island

luchar autonomía y cultura=fight for autonomy and culture

abandonar su hogar=abandon their home

Resources on the wall 📜:

Question Words: Por qué, Cuándo, Quién, Dónde, Qué, Cómo



Time required: 20-45 minutes

Comunidad en indígenas en peligro (Kuna/Guna)

News clip from Univision (Spanish television network) regarding the Kuna (Guna) indigenous people in Panama who are suffering the loss of their islands due to rise in ocean water.

<https://youtu.be/-Q9MaamNWIY>

Goals for this Movie Talk discussion beyond the specific language structures on the slide above.

- Get students familiar with the structure of the activity and the expectations of answering chorally every one of the teacher's various questions.
- Set expectations for how students can occasionally use English for deeper aspects of the discussion.
- Engage students in a variety of environmental injustices and social-emotional learning regarding different environmental issues that plague their communities.

Assessment

- Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction.
- Exit ticket where students translate the language goals to English [or teacher observation of extension activity]

Steps

- Explain the overall goal of creating discussion of the main ideas and events in the videos with the resources available
- Explain the expectations of answering the questions chorally and how and when the use of English is appropriate.
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)
- Important moments to pause and discuss (though any moment with talking about could become a pause depending on available time).

Sample Questions (Please feel free to add or modify the questions as you see fit for the appropriate language level that reflects your students):

- 0:05 ¿Cuánto está aumentando el agua en el océano?
- 0:20 ¿De qué país está hablando el noticiero?
 - ¿Panamá está ubicado en América Central?
 - ¿Cómo se llama el grupo indígena?
- 0:34 ¿Donde viven las Kuna(Guna)?
 - ¿Es hermosa la isla?
- 0:44 ¿Cuál es el problema?
 - ¿De que están sufriendo?
 - ¿Qué está pasando?
- 0:53 ¿Había muchas palmeras en la isla cerca de la costa? (Sí o No)
- 1:15 ¿Las Kunas están preocupadas?
 - ¿Por qué están preocupadas?
 - ¿A cuantos metros sobre el nivel del mar se encuentran la mayoría de las islas?
 - Según el científico Sr. Paton, ¿cuánto tiempo tardará en desaparecer la isla?
- 1:32 ¿Dónde tiene que ir las Kuna (Guna)?
- 1:48 ¿Qué mantiene al pueblo Kuna en la isla?
 - ¿Es importante guardar la cultura en vez de buscar otro hogar?
 - ¿Cómo te sentirías si tuvieras que ser desplazado?
 - ¿Has sido desplazado, cómo te hizo sentir eso?
 - ¿Cuál es el mensaje de este video?

Potential extension activities (time permitting)

- Students access the video on a device and lead the same Movie Talk in small groups
- Students write a summary (in the target language) and a reflection (in the target language and/or English)

Movie Talk: Honduras-El pueblo Garífuna

Today's Learning 🎓:

Mirian Miranda

dirigente garífuna=garifuna leader

asamblea fortalecer las alianza en defensa=assembly strengthen alliances in defense

los bienes/naturaleza/criminalización /judicialización =the goods/nature/criminalization/judicialization

mujeres organizadas =women organizers

dano concesiones mineras=damage mining concessions

la comunidad está oponiéndose de estos proyectos =the community is opposing these projects

no quieren las compañías=they do not want the company mejorar su ambiente/comunidad=help their environment/community

alcalde=mayor

paneles solares sin consultar la comunidad=solar panels without consulting the community

Entraron las máquinas para arrancar los árboles=machines entered to clear out the trees

afectado por razones políticas=affected by political reasons

una ley de fomento al turismo=a tourism promotion law

concessionan playas=conserve beaches

reservas naturales=natural reserves

dedicatoria muy clave al pueblo garífuna =clear dedication to the garifuna people

replantear/definir=rethink and define

estrategias=strategies

defender el medio ambiente= defend the environment

Resources on the wall 🖥:

Question Words: Por qué, Cuándo, Quién, Dónde, Qué, Cómo



Time required: 20-45 minutes

Honduras-El pueblo Garífuna

In Honduras, the Garifuna people are organizing strategies to help defend the environment and the lands they live one from mining concessions.

<https://youtu.be/ouCIhUuVhjw>

Goals for this Movie Talk discussion beyond the specific language structures on the slide above.

- Get students familiar with the structure of the activity and the expectations of answering chorally every one of the teacher's various questions.
- Set expectations for how students can occasionally use English for deeper aspects of the discussion.
- Engage students in a variety of environmental injustices and social-emotional learning regarding different environmental issues that plague their communities.

Assessment

- Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction.

- Exit ticket where students translate the language goals to English [or teacher observation of extension activity]

Steps

- Explain the overall goal of creating discussion of the main ideas and events in the videos with the resources available
- Explain the expectations of answering the questions chorally and how and when the use of English is appropriate.
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)
- Important moments to pause and discuss (though any moment with talking about could become a pause depending on available time).

Sample Questions (Please feel free to add or modify the questions as you see fit for the appropriate language level that reflects your students):

- 0:24 ¿De qué país están hablando?
 - ¿Cómo se llama la gente de la comunidad que vamos a discutir hoy?
 - ¿Cómo es la situación allá? (Bien o Mal)
- 0:32 ¿En qué ciudad se juntan?
- 0:39 ¿Quién es Mirian Miranda?
- 0:52 ¿Por qué es necesaria esta asamblea?
 - ¿Por qué están luchando?
- 1:00 ¿Quienes organizaron esta asamblea?
 - ¿Es importante hablar de lo que está pasando en su comunidad?
- 1:15 ¿Qué dice la señora Petra?
 - ¿Se oponen a los proyectos que traen a su comunidad?
- 1:22 ¿Qué áreas se están enfocando para traer injusticia ambiental?
 - ¿Es justo que las zonas más pobres sufren a manos de los ricos/compañías?
- 1:35 ¿Qué hizo el alcalde?
 - ¿Era una buena idea arrancar los árboles?
- 1:52 ¿Que están haciendo el pueblo Garífuna para mejorar sus situación?
- 2:19 ¿Qué hicieron las comunidades afectadas?
 - ¿Cuál es el mensaje de este video?

Potential extension activities (time permitting)

- Students access the video on a device and lead the same Movie Talk in small

- groups
 - Students write a summary (in the target language) and a reflection (in the target language and/or English)

Movie Talk: Honduras La (Ofraneh)

Today's Learning 🌎:

Mirian Miranda = presidenta de la organización Ofraneh
La organización Fraternal Negra de Honduras (Ofraneh) = The Black Fraternal Organization of Honduras
Protestar contra la ley de consulta= Protest against the consultation law
movilización pacífica=peaceful mobilization
sin consulta de los pueblos indígenas/étnica = without consultation of indigenous/ethnic peoples
empresas privados =private companies
están presionando para una aprobación de una ley=they are pressing for the approval of a law
legitimar y legalizar la expropiación de la tierras =legitimize and legalize the expropriation of land
territorios y los recursos naturales de sus pueblos =territories and natural resources of their people
preocupados/grave/una ley nefasta = worried/grave/nefarious law
desaparición de sus tierras/la gente indígena y étnica =disappearing of their lands/indigenous and ethnic people
actos simbólicos=symbolic acts
trabajan para 3 días a la semana=work 3 days a week
preparar sus condiciones y formular una resistencia=prepare their conditions and form a resistance
acceso a la ley =access to the law
las comisión de etnias
el gobierno tiene la última palabra = the government has the last word
necesario consultar con la gente = necessary to consult with the people

Resources on the wall 📜:
Question Words: Por qué, Cuándo, Quién, Dónde, Qué, Cómo



Time required: 20-45 minutes

Honduras La (Ofraneh)

The (Ofraneh) organization is mobilizing peaceful protest regarding a law that infringes on their land and the people that reside there.

<https://youtu.be/EMKfmKyR4DI>

Goals for this Movie Talk discussion beyond the specific language structures on the slide above.

- Get students familiar with the structure of the activity and the expectations of answering chorally every one of the teacher's various questions.
- Set expectations for how students can occasionally use English for deeper aspects of the discussion.
- Engage students in a variety of environmental injustices and social-emotional learning regarding different environmental issues that plague their communities.

Assessment

- Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction.

- Exit ticket where students translate the language goals to English [or teacher observation of extension activity]

Steps

- Explain the overall goal of creating discussion of the main ideas and events in the videos with the resources available
- Explain the expectations of answering the questions chorally and how and when the use of English is appropriate.
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)
- Important moments to pause and discuss (though any moment with talking about could become a pause depending on available time).

Sample Questions (Please feel free to add or modify the questions as you see fit for the appropriate language level that reflects your students):

- 0:40 ¿De qué país están hablando?
 - ¿Qué significa (Ofraneh)?
 - ¿Por qué están unidos hoy?
 - ¿A quiénes están protegiendo?
 - ¿De que están luchando?
 - ¿Es justo crear una ley sin avisar a las comunidades que se afecta?
 - ¿Quién está presionando a las comunidades Garífuna?
 - ¿Que están haciendo las compañías privadas a las comunidades Garífunas?
- 1:00 ¿Son los Garífunas apasionados por su causa?
 - ¿Están muy preocupados la gente Garífuna?
 - ¿Quienes deberían ser perseguidos?
 - ¿Es una situación muy grave, sí o no?
- 1:07 ¿Qué tipo de ley es?
 - ¿Qué pasaría si llevan a cabo esta ley?
- 1:23 ¿Cuáles son sus condiciones?
- 1:52 ¿Están todos de acuerdo con la ley?
 - ¿Tienen acceso a la ley las comisión de etnias?
- 2:28 ¿Son muy emocionados la gente Garífuna?
- 2:50 ¿Quién tiene la última palabra?
 - ¿Es necesario consultar con la gente?
- 3:44 ¿Cuál es el mensaje que Mirian quiere que la gente sepa?
 - ¿Cuál es el mensaje de este video?

Potential extension activities (time permitting)

- Students access the video on a device and lead the same Movie Talk in small groups
- Students write a summary (in the target language) and a reflection (in the target language and/or English)

Movie Talk: El arte y el juego para comunicar el cambio climático

Today's Learning 🎲:

hablamos de cambio climático y de sus efectos a través del arte y el juego=we talk about climate change and its effects through art and play
xilófono/congo/tambores=xiphophone/congo/drums
en la selva/bosque=in the jungle/forest
mejorar la relación entre los humanos y el medio ambiente=improve the relationship between humans and the environment
una manera para unir detrás de la música y juego=a way to unite behind music and play.
26 artistas del pacífico =26 artists from the pacific
expresarse en sus comunidades =express themselves in their communities
para proteger y conservar los bosques=to protect and conserve the forests
crear música de cosas recicladas=create music from recycled things
vestidos y trajes de bolsas de plásticas y cajas de cartón=dresses and suites from plastic bags and cardboard boxes
literatura de las comunidades afro latinos =literature on the afro latino communities
los bosques territorios del pacífico= the forest territories of the pacific
leyendo y escuchando de la clima = reading and listening about the climate
contar historias y preservar tradiciones =tell stories and preserve traditions
identificar las especies del territorio=identify species of the area
conocimiento de diferentes ecosistemas=knowledge of different ecosystems

Resources on the wall 📜:
Question Words: Por qué, Cuándo, Quién, Dónde, Qué, Cómo Crear



Time required: 20-45 minutes

El arte y el juego para comunicar el cambio climático

Organization Fondo Acción talks about how they unite music and play to voice their concerns regarding the environment and ways to protect and preserve the forests.

<https://youtu.be/7Xzhdf31CHk>

Goals for this Movie Talk discussion beyond the specific language structures on the slide above.

- Get students familiar with the structure of the activity and the expectations of answering chorally every one of the teacher's various questions.
- Set expectations for how students can occasionally use English for deeper aspects of the discussion.
- Engage students in a variety of environmental injustices and social-emotional learning regarding different environmental issues that plague their communities.

Assessment

- Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction.

- Exit ticket where students translate the language goals to English [or teacher observation of extension activity]

Steps

- Explain the overall goal of creating discussion of the main ideas and events in the videos with the resources available
- Explain the expectations of answering the questions chorally and how and when the use of English is appropriate.
- Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)
- Important moments to pause and discuss (though any moment with talking about could become a pause depending on available time).

Sample Questions (Please feel free to add or modify the questions as you see fit for the appropriate language level that reflects your students):

- 0:46 ¿Qué tipos de instrumentos vez?
 - ¿Dónde está la gente?
 - ¿Están felices?
 - ¿Están afuera?
- 1:06 ¿De que se trata esta organización?
 - ¿Es algo bueno o malo?
 - ¿Cuántos artistas del pacífico hay que están conservando sus comunidades?
- 1:37-1:47 ¿Cómo están ayudando el ambiente?
 - ¿Alguna vez has creado un instrumento con materiales reciclados?
- 1:50-2:00 ¿Cómo están ayudando el ambiente?
 - ¿Alguna vez has creado un atuendo con materiales reciclados?
- 2:23 ¿Cómo están ayudando el ambiente y su comunidad?
 - ¿Que crearon?
 - ¿Cómo se ayuda el mensaje de este libro con su comunidad?
 - ¿Qué aprenden las personas de la comunidad?
- 3:14 ¿Qué están haciendo?
 - ¿Es una buena idea usar juegos para aprender?
 - ¿Qué tipo de juegos hay?
- ¿Cuál es el mensaje de este video?

Potential extension activities (time permitting)

- Students access the video on a device and lead the same Movie Talk in small groups

- Students write a summary (in the target language) and a reflection (in the target language and/or English)

Movie Talk: Las comunidades indígenas

Today's Learning 🎓:

Mirian Cisneros

presidente de los pueblos de Sarayaku=president of Sarayaku

Ecuador

montañas/selvas/ríos/lagunas =mountains/jungles/rivers/lagoons

tienen vida=have life

grande/pequeno=huge/small

miles de años defendiendo=thousands of years defending

defender su territorio=defend their territory

su mensaje=his/her message

los pueblos indígenas tienen iniciativas = indigenous peoples have

initiatives

garantizar la vida de la humanidad/el planeta = guarantee the life of

humanity/the planet

respecto a la madre tierra/la vida/quienes vivimos respirando = respect

mother earth/life/all that is breathing

humanidad depende que defendemos la tierra y vivir de ella=humanity

depends on defending the earth and living on it

respeten los derechos de las personas indígenas=respect the rights of

indigenous people

vivir en paz=live in peace

Resources on the wall 📜:

Question Words: Por qué, Cuándo, Quién, Dónde, Qué, Cómo Crear



Time required: 20-45 minutes

Las comunidades indígenas tenemos soluciones innovadoras ante el cambio climático

A march in San Francisco where many indigenous leaders were present. Maian Cisneros speaks to the audience about the importance of respecting Mother Earth.

<https://youtu.be/gJDs6GVU9zc>

Goals for this Movie Talk discussion beyond the specific language structures on the slide above.

Get students familiar with the structure of the activity and the expectations of answering chorally every one of the teacher's various questions.

Set expectations for how students can occasionally use English for deeper aspects of the discussion.

Engage students in a variety of environmental injustices and social-emotional learning regarding different environmental issues that plague their communities.

Assessment

Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction.

Exit ticket where students translate the language goals to English [or teacher observation of extension activity]

Steps

Explain the overall goal of creating discussion of the main ideas and events in the videos with the resources available

Explain the expectations of answering the questions chorally and how and when the use of English is appropriate.

Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)

Important moments to pause and discuss (though any moment with talking about could become a pause depending on available time).

Sample Questions (Please feel free to add or modify the questions as you see fit for the appropriate language level that reflects your students):

- 0:46 ¿Quién es Miran Cisneros?
 - ¿A quienes está saludando?
 - ¿De dónde viene Miran?
- 0:31 ¿Quién vive con la madre tierra?
- 0:50 ¿Cómo se llama su pueblo?
 - ¿De donde es ella?
 - ¿Quién debería convivir en armonía?
 - ¿Está afuera o adentro?
- 0:53 ¿Es un pueblo grande o pequeño?
- 1:11 ¿Qué proponen las personas indígenas de Sarayaku?
- 1:15 ¿Qué le está pidiendo a la gente que haga?
 - ¿Cuántos años defiende la vida humana?
 - ¿De quién está tratando de proteger a su comunidad?
 - ¿Que quiere hacer?
- 1:53 ¿Debemos respetar los derechos indígenas?
- 2:01 ¿Es importante su causa?
 - ¿Es apasionada por la causa?
 - ¿Cuál es su mensaje?
 - ¿Quién debería defender la tierra?
 - ¿Cómo podemos apoyar a Miran y contribuir a su mensaje?

Potential extension activities (time permitting)

- Students access the video on a device and lead the same Movie Talk in small groups
- Students write a summary (in the target language) and a reflection (in the

target language and/or English)

Movie Talk: Proyecto Vía Verde

Today's Learning :

aire = air cada = each
limpia(o) = clean con = with
sucia (o) = dirty realidad = reality
dióxido de carbono = carbon dioxide
oxígeno = oxygen otra problema = another problem
vivir = to live cuesta = costs
necesita = need van a hacer = what are they going to
metros de = meters of
cada persona = each person
por habitante =
áreas verdes = green areas/ spaces
no hay árboles = there aren't any trees
quitan los árboles = take away the trees
en un lugar = in a place
buena calidad de vida = good quality of life
mala calidad de vida = mad quality of life
sufren de = suffer from
problemas respiratorias = respiratory issues
las soluciones = the solutions
vía verde = green wave
columna verticales = vertical columns
cambia la estructura de las columnas originales = change the structure of the original columns.

Resources on the wall :
Question Words- Quieres, Porque, Cual, Que, Cuanto, Donde



Time required: 20-45 minutes

Proyecto Vía Verde

A solution regarding vertical gardens along highways to promote healthier air and trap carbon dioxide.

<https://youtu.be/4xab6J9S4s0>

Goals for this Movie Talk discussion beyond the specific language structures on the slide above.

Get students familiar with the structure of the activity and the expectations of answering chorally every one of the teacher's various questions.

Set expectations for how students can occasionally use English for deeper aspects of the discussion.

Engage students in a variety of environmental injustices and social-emotional learning regarding different environmental issues that plague their communities.

Assessment

Teacher's ongoing assessment of student responses during the discussion and immediate adjustments to instruction.

Exit ticket where students translate the language goals to English [or teacher

observation of extension activity]

Steps

Explain the overall goal of creating discussion of the main ideas and events in the videos with the resources available

Explain the expectations of answering the questions chorally and how and when the use of English is appropriate.

Explain the list of target structures to students and offer mini-explanations in English of issues of form (such as grammar or spelling patterns)

Important moments to pause and discuss (though any moment with talking about could become a pause depending on available time).

Sample Questions (Please feel free to add or modify the questions as you see fit for the appropriate language level that reflects your students):

- 0:08 ¿Quieres vivir en un lugar con aire limpio o sucio?
- 0:18 ¿Por que esta feliz el señor?
- 0:22 ¿Cada persona necesita 9 metros de espacio verde?
- 0:33 ¿Cuál es la realidad de la ciudad de México ?
- 0:52 Cuál es el problema?
 - ¿Hay suficientes árboles?
 - ¿Qué pasó con los árboles?
 - ¿el aire está limpio o sucio?
 - ¿6 de cada 10 personas sufren de qué?
- 1:00¿Cuál es la solución?
- 1:16 ¿Qué van a hacer?
- 1:28 ¿Es un equipo de 3 personas?
- 1:38 ¿Cuánto cuesta el proyecto?
- 2:03 ¿Por qué es importante el proyecto?
- 2:35¿ Este proyecto cambia la estructura de las columnas originales?
- 3:40 ¿Que quiere hacer la compañía?
 - ¿Podemos usar esa solución aquí en Georgia?
 - ¿Cual es el mensaje del video?

Potential extension activities (time permitting)

- Students access the video on a device and lead the same Movie Talk in small groups
- Students write a summary (in the target language) and a reflection (in the target language and/or English)



Extension Activities

Unit 3: The People and Solutions

Videos that highlight of various people (ingenious, poor, farmers, and afro latinos) and the effects of climate change and environmental injustices.

This is a unit for a Spanish DLI class that will help novice to advanced students learn to participate effectively in MovieTalk discussions by answering various questions in a class period. It will gradually move them into discussing environmental issues with the ultimate goal of seeing the ways that target language communities are taking empowered, culturally specific action (rather than being helpless victims) on the environmental problems they are facing.

Time needed will range from 20 to 45 minutes depending on extension activities selected.

Unit goals

- Communication
 - Each lesson focus on a short list of specific high-frequency, level-appropriate language structures to scaffold the discussion.
 - Mini-explanations in English of issues of form (such as grammar or

spelling patterns) will accompany the teacher's presentation of the list.

- Cultures
 - Products:
 - **Video #1 Indigenous People & Climate Change: Social and Environmental Conflicts in Latin America.** The effects of the environmental crisis on indigenous people in Latin America .
 - **Video #2 Premio Ambiental Goldman-Francia Márquez.** Francia Márquez, a leader in the afro colombian community. Speaks about her struggle to push for a better life for her people of La Toma Colombia.
 - **Video #3 Comunidad en indígenas en peligro (Kuna/Guna).** News clip from Univision (Spanish television network) regarding the Kuna (Guna) indigenous people in Panama who are suffering the loss of their islands due to rise in ocean water.
 - **Video #4 Honduras-El pueblo Garífuna.** In Honduras, the Garifuna people are organizing strategies to help defend the environment and the lands they live on from mining concessions.
 - **Video #5 Honduras La (Ofraneh).** The (Ofraneh) organization is mobilizing peaceful protest regarding a law that infringes on their land and the people that reside there.
 - **Video #6 El arte y el juego para comunicar el cambio climático.** Organization Fondo Accion talks about how they unite music and play to voice their concerns regarding the environment and ways to protect and preserve the forests.
 - **Video #7 Las comunidades indígenas tenemos soluciones innovadoras ante el cambio climático.** A march in San Francisco where many indigenous leaders were present. Maian Cisneros speaks to the audience about the importance of respecting Mother Earth.
 - **Video #8 Proyecto Vía Verde.** A solution regarding vertical gardens along highways to promote healthier air and trap

carbon dioxide.

- Connections:
 - Students will be asked to engage knowledge of environmental issues from the Human Impact standards in Science and the Modern Languages.
- Communities:
 - There are various communities highlighted throughout the videos.

Extension Activities

- Students access the video on a device and lead the same Movie Talk in small groups.
- Students write a summary (in the target language) and a reflection (in the target language and/or English).
- Student can compare and contrast two videos that have been covered in the class and express their feedback in the target language.
- Students can create posters to express their opinion regarding an issue voiced in the video in the target language.
- Students can create a short commercial to bring awareness to their community about environmental issues and possible solutions.