Environmental Issues and Activism in Target Language Communities: A 4-lesson MovieTalk Unit for German 2 by Mirela Kimbrough

- This is a unit for a German II or German III class that will help students learn to participate effectively in MovieTalk discussions by answering HUNDREDS of questions in a class period. It will gradually move them into discussion 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 30 to 45 minutes for each of the 5 lessons 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: One video focuses on the importance of preserving the environment and Mother Earth; one video features the importance of not giving up in many aspects of life
  - Practices: One video features steps individuals have taken in Germany to safe energy
  - Perspectives: One video is a Germany family’s response to the
importance of being environmentally friendly, another features local perspectives on a climate change; one video features an important cultural perspective on the importance of using public transportation as opposed to cars

○ Connections
  ■ Students will be asked to engage knowledge of environmental issues from the Human Impact standards in Science

○ Comparisons
  ■ Discussions and extension activities will ask students to compare the information in videos to their lived experience and prior knowledge
Time required: 30-45 minutes

Video: https://www.youtube.com/watch?v=oXoDZwabiEI

Goals for this MovieTalk discussion beyond the specific language structures on the slide above
- Get students familiar with the structure of the activity and the expectation of answering chorally every one of the teacher’s HUNDREDS OF questions (approximately 20 questions during each pause in the video)
- Set expectations for how students’ can occasionally use English for deeper aspects of the discussion
- Engage students in learning about persistence and the importance of preserving our environment
- (Helping students see the symbolism and being able to describe symbolism for future situations)

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 HUNDREDS OF questions chorally and how and when to use English
- 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 worth talking about could become a pause depending on available time)
  - 1:17 is a crucial moment to ask questions such as:
    1. Was brauchen Blumen?
    2. Wie verlasst die Blume?
    3. Was passiert mit den anderen Blumen?
    4. Wohin geht die Blume?

  - 1:37
    1. Wohin will die Blume?
    2. Was passiert hier?
    3. Wo lauft die Blume?

  - 2:07
    1. Lebt oder stirbt die Blume hier?
    2. Was braucht die Blume?
    3. Warum hat die Blume dieses Problem?

- At the end shift to English and invite students to explain why it is important to keep going and why water is so important for the survival of all living organisms. How does this video make them feel? What can they do to protect the environment? Invite them to make connections to their own lives on this point.

Potential extension activities (time permitting)

- Students access the video on a device and lead the same MovieTalk in small groups
- Students write a summary (in the target language) and a reflection (in target language and/or English)
- Students answer follow up questions pertaining to the video
Goals for this MovieTalk discussion beyond the specific language structures on the slide above

- Get students familiar with the structure of the activity and the expectation of answering chorally every one of the teacher’s HUNDREDS OF questions (approximately 20 questions during each pause in the video)
- Set expectations for how students’ can occasionally use English for deeper aspects of the discussion
- Engage students in learning about persistence and the importance of preserving our environment and taking care of Mother Earth

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 HUNDREDS OF questions chorally and how and when to use English
- 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 worth talking about could become a pause depending on available time)
  - 1:22 is a crucial moment to ask questions such as:
    1. Was passiert mit der Erde?
    2. Ist die Erde krank oder gesund?
    3. Was macht das Baby?
    4. Ist rauchen gut oder schlecht für die Erde?
  - 2:03
    1. Was passiert mit der Erde hier?
    2. Was will die Erde? Was braucht die Erde?
    3. Sind Menschen gut oder nicht gut für die Erde?
  - 3:09
    1. Lebt oder stirbt die Erde hier?
    2. Wer hilft der Erde?
    3. Sind Menschen gut oder nicht gut für die Erde?
  - At the end shift to English and invite students to explain why it is essential for all humans to work together in protecting Mother Earth. How does this video make them feel? What can they do to protect the environment? Why do they think a baby is in the video (age significance)? Invite them to make connections to their own lives on this point.

Potential extension activities (time permitting)

- Students access the video on a device and lead the same MovieTalk in small groups
- Students write a summary (in the target language) and a reflection (in target language and/or English)
- Students could also research the different ways people can protect the environment (in the target language)
Time required: 30-45 minutes

Video: [https://www.youtube.com/watch?v=61vpAfjsdGc&t=4s](https://www.youtube.com/watch?v=61vpAfjsdGc&t=4s)

Goals for this MovieTalk discussion beyond the specific language structures on the slide above
- Get students familiar with the structure of the activity and the expectation of answering chorally every one of the teacher’s HUNDREDS OF questions (approximately 20 questions during each pause in the video)
- Set expectations for how students’ can occasionally use English for deeper aspects of the discussion
- Engage students in learning about persistence and the importance of preserving our environment and the different ways to save Energy

Assessment
- Teacher’s ongoing assessment of student responses during the discussion and immediate adjustments to instruction
- Exit ticket where students write all the different ways to save energy (as stated in the video)

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 HUNDREDS OF questions chorally and how and when to use English
- 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 worth talking about could become a pause depending on available time)
  - 0:13 is a crucial moment to ask questions such as:
    1. Was ist ein Fernseher?
    2. Stecker rausziehen- spart oder spart nicht Energie?
    3. Fernseher aus- spart oder spart nicht Energie?
    4. Wer kann die Umwelt schutzen?---Menschen
  - 0:40
    1. Was spart mehr Energie- Flugzeug oder Auto?
    2. Was spart mehr Energie- Auto oder Zug?
    3. Was spart mehr Energie- Zug oder Flugzeug?
    4. Was ist besser fur die Umwelt? Zug oder Auto? Warum?
  - 0:54
    1. Fleisch essen- gut oder schlecht fur die Umwelt?
    2. Kochen mit Deckel- gut oder schlecht fur die Umwelt?
    3. Baume pflanzen- gut oder schlecht fur die Umwelt? Warum?

- At the end shift to English and invite students to explain what we all could better to protect the environment. How does this video make them feel? What can they do to protect the environment? Do you or any of your family members do any of the mentioned tips from the video to protect the environment? What could you do differently? Invite them to make connections to their own lives on this point.

Potential extension activities (time permitting)

- Students access the video on a device and lead the same MovieTalk in small groups
- Students write a summary (in the target language) and a reflection (in target language and/or English)
- Students could also research the different ways people can save energy (in the target language)---possibly have them research the benefit of solar energy
Goals for this MovieTalk discussion beyond the specific language structures on the slide above

- Get students familiar with the structure of the activity and the expectation of answering chorally every one of the teacher’s HUNDREDS OF questions (approximately 20 questions during each pause in the video)
- Set expectations for how students’ can occasionally use English for deeper aspects of the discussion
- Engage students in learning about persistence and the importance of engaging in activities to reduce global warming in an effort to protect the environment

Assessment

- Teacher’s ongoing assessment of student responses during the discussion and immediate adjustments to instruction
- Exit ticket where students write all the different ways to save energy (as stated in the video)

Steps

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

- Explain the expectations of answering the HUNDREDS OF questions chorally and how and when to use English
- 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 worth talking about could become a pause depending on available time)
  - 0:22 is a crucial moment to ask questions such as:
    1. Verursachen Treibhausgase Kohlendioxid? Ja oder nein?
    2. Sind Autos gut oder schlecht für die Umwelt? Warum?
    3. Was macht eine Kuh? Warum ist das schlecht? Warum soll man weniger Fleisch essen?
    4. Was sind Sonnenstrahlen?
  - 0:59
    1. Verursachen Baume Klimawandel? Warum oder warum nicht?
    2. Was passiert mit Eis? Warum?
    3. Was verursacht Klimawandel?---Katastrophen nehmen zu
    4. Ist Überschwemmung gut oder schlecht? Warum
  - 1:31
    1. Verursacht Klimawandel wenig Trinkwasser? Warum? Wo?
    2. Was zerstört der Klimawandel? Warum ist das schlecht?
    3. Für welche Länder ist Klimawandel am schlimmsten?
  - At the end shift to English and invite students to explain what we all could do to help decrease climate change. How does this video make them feel? How does climate change or global warming affect the environment? What can they do to protect the environment in terms of climate change? Invite them to make connections to their own lives on this point.

Potential extension activities (time permitting)
- Students access the video on a device and lead the same MovieTalk in small groups
- Students write a summary (in the target language) and a reflection (in target language and/or English)
- Students could also research the different things people can do to reduce climate change (in the target language)
Goals for this MovieTalk discussion beyond the specific language structures on the slide above

- Get students familiar with the structure of the activity and the expectation of answering chorally every one of the teacher’s HUNDREDS OF questions (approximately 20 questions during each pause in the video)
- Set expectations for how students’ can occasionally use English for deeper aspects of the discussion
- Engage students in learning about persistence and the importance of renewable and solar energy in preserving the environment

Assessment

- Teacher’s ongoing assessment of student responses during the discussion and immediate adjustments to instruction
- Exit ticket where students write all the different ways to save energy (as stated in the video)

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 HUNDREDS OF questions chorally and how and when to use English
- 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 worth talking about could become a pause depending on available time)
  
  - 0:28 is a crucial moment to ask questions such as:
    1. Was macht die Familie?
    2. Fahrt die Familie mit Fahrrad oder mit dem Auto?
    3. Verursacht Verkehr viel oder wenig CO2?
    4. Spart Solarenergie viel oder wenig Energie?
    5. Verursacht ein Holzofen viel oder wenig CO2?
  
  - 2:00
    1. Ist viel einkaufen gut oder schlecht für die Umwelt?
    2. Kauft die Familie Bio? Ja oder nein? Warum?
    3. Viel Fleisch- spart oder spart nicht viel Energie?
    4. Ist CO2 gut oder schlecht? Warum?

  - 3:30
    1. Ist Bilaz wichtig oder unwichtig? Warum?
    2. Rettet Bilaz die Umwelt? Warum?
    3. Schadet Bilanz der Umwelt? Ja oder nein?
    4. Was ist Bilanz?

- At the end shift to English and invite students to explain what we all could do to help decrease climate change. How does this video make them feel? How does climate change or global warming affect the environment? What can you and your family do at home to save energy? What do you do to save energy? Invite them to make connections to their own lives on this point.

Potential extension activities (time permitting)

- Students access the video on a device and lead the same MovieTalk in small groups
- Students write a summary (in the target language) and a reflection (in target language and/or English)
- Students could also research the different avenues people could take to protect the environment (in the target language)