

How to Save the Planet from Climate Change

A MovieTalk Unit for Middle Level Spanish DLI



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This is a unit for students with intermediate high level proficiency in a middle-level DLI Spanish class that will help students learn to participate critically and effectively in MovieTalk discussions by answering many questions in one class period. It will gradually move them into discussing environmental issues with the ultimate goal of looking at ways in which target language communities are taking empowered and culturally specific action (rather than being helpless victims) about the environmental issues they face.

The unit starts with 2 videos on climate change and its causes in general. Then it moves to a video focused on the deforestation of the Amazon as one of those causes. Finally, it ends on 2 videos showing the impact on Indigenous communities in Latin America and the helpfulness of their ancestral knowledge in combating or adapting to

climate change.

- The time needed will vary between 30 and 45 minutes per lesson, depending on the extension activities selected.

Unit goals

○ Communication

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

○ Cultures

- Products: one video is about indigenous peoples changing how they produce their food because they are affected by global warming due to the greenhouse effect
- Practices: One video presents how indigenous peoples use an ancestral method of agriculture.
- Perspectives: Beyond the Indigenous perspectives featured in the last two videos, the third video compares the perspectives of locals versus large companies involved in the deforestation.

○ Connections

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

○ Comparisons

- Discussions and extension activities will ask students to compare the

information in the videos with their lived experience and prior knowledge.

- Communities

- Several Indigenous communities are featured in Peru, Chile, and the Amazon.

Causas del Calentamiento Global



Resources: Recursos:
¿Quién? Who? (singular) ...
¿Quiénes? Who? (plural) ...
¿Qué? What? ¿Qué quiere [él, ella]? ...
¿Dónde? Where? .
Porque - Because ¿Cómo? How?
¿Por qué? Why?
¿Cómo sabes? ¿Cuál? Which?
¿Cuándo? When?

Today's learning goals:

- . ¿Qué es el calentamiento global? What is global warming?
- . ¿Qué causa el calentamiento global? What causes global warming?
- . ¿Qué animal ves en el video? What animal do you see in the video?
- . ¿Dónde está el oso polar? Where is the polar bear
- . ¿De qué color es el oso polar? What color is the polar bear?
- . ¿A dónde va el oso polar? Where is the polar bear going?
- . calentamiento= warming
- . atmosfera= atmosphere
- . sol= sun
- . agua= water
- . sobre el glaciar= on top of the glacier
- . oso polar= polar bear
- . derretir= melt
- . sequias= droughts
- . temperatura= temperature
- . oceanos= oceans.
- . Gas natural= natural gas
- . electricidad= electricity
- . Impacto del cambio climático= impact of climate change

Causes of Global Warming

Time required: 45 minutes

Link: <https://youtu.be/2DJMC4LdwtQ>

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

- Help students to learn the target language using familiar words 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 socio-emotional learning about concern for the all living things

Steps

- Explain the purpose of the activity and create a discussion about the main ideas and events that happen in the videos.
- Explain the expectations of answering the MANY questions chorally and how and when they will answer.
- Explain the list of target structures to students and offer mini explanations in English of issues of form (such as grammar or spelling patterns)
- Assess students constantly by asking a variety of questions and correcting answers during instruction.
- Give exit ticket where students translate the language goals to English [or teacher observation of extension activity]

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

○ 00:11 is an important moment to ask questions such as:

1. ¿Qué es el calentamiento global?
2. ¿Qué causa el calentamiento global?
3. ¿Qué animal puedes ver en el video?
4. ¿Dónde está sentado el oso polar?
5. ¿Hacia donde se dirige el oso polar y porqué?
6. ¿Qué está pasando en el medio ambiente?

7. ¿Porqué crees que el calentamiento global sucede?
8. ¿Crees que esto es justo para los habitantes y los animales?
9. ¿Cómo puedes ayudar a que el problema del calentamiento global mejore?
10. ¿Qué soluciones puedes aportar a solucionar este problema?

- What is global warming?
- What causes global warming?
- What animal can you see in the video?
- Where is the polar bear sitting?
- Where is the polar bear headed and why?
- What is happening in the environment?
- Why do you think global warming happens?
- Do you think this is fair to the inhabitants and the animals?
- How can you help make global warming problem get better?

○ 0.44

1. ¿Cuál es un hecho importante que provoca el calentamiento global?
2. ¿Qué pasa cuando usamos la luz eléctrica, la estufa u otros electrodomesticos en casa?

3. ¿Qué causa el calentamiento global en el video?
4. ¿Cómo podemos ayudar a mejorar la calidad de vida de nuestro planeta?
5. ¿Qué opinas de este vídeo?

- What is an important event that causes global warming?
- What happens when we use the electric light, stove or other appliances at home?
- What causes global warming in the video?
- How can we help improve the quality of life on our planet?
- What do you think of this video?

○ At the end of the presentation, I asked the students to explain why the polar bear ended up in the sea alone on a piece of floating ice. Why is climate change happening in the world? How can we prevent this from continuing? Invite them to reflect and become aware of how we can all help reduce global warming.

Possible extension activities (if time allows)

- Students write a summary (in the target language) to assess their understanding.
- Discuss with a partner or small group main ideas and how they could help with the

problems described.

- Draw a picture and explain its relationship to the video in writing or to a small group.
- Access the video in small groups and take turns leading a similar MovieTalk.



Today's Learning 🌍:
Causas de los Cambios Climáticos

sequía / calor = drought / heat
lluvia/gotas = rain / drops
(no) bajo control = (not) under control
condiciones climáticas = weather conditions
grave = serious
Efecto invernadero = greenhouse effect
Usar el petróleo= use of petroleum = consequences
Derretir= to melt
Glaciares= glaciers
estado de emergencia = state of emergency
Reducir el uso de electricidad
cambiar sus hábitos = change your habits
disminuyen = decrease

Resources: Recursos:

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

Climate change

Time required: 45 minutes

Link:<https://youtu.be/1Bofdl7-Ttl>

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

- Engage students in socio-emotional learning about concern for the all living things

Steps

- Explain the purpose of the activity and create a discussion about the main ideas and events that happen in the videos.
- Explain the expectations of answering the MANY questions chorally and how and when they will answer.
- Explain the list of target structures to students and offer mini explanations in English of issues of form (such as grammar or spelling patterns)
- Assess students constantly by asking a variety of questions and correcting answers during instruction.
- Give exit ticket where students translate the language goals to English [or teacher observation of extension activity]

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

○ 01:41 is an important moment to ask questions such as:

1. ¿Qué es el cambio climático?
2. ¿Cómo se forma?
3. ¿Cómo beneficia al planeta tierra?
4. ¿Qué son los gases de efecto invernadero?
5. ¿Qué ha sucedido en los últimos años?
6. ¿Está bien los cambios que han sucedido el planeta?
7. ¿Son beneficiosos para la población?
8. ¿Qué efecto trae como consecuencia el cambio climático?
9. ¿Por qué se derriten los glaciares?

10. ¿Qué causa el derretimiento de los glaciares?

11. ¿Cómo impactan estos cambios a la población de Chile?

- What is climate change?
- How is it formed?
- How does it benefit planet earth?
- What are greenhouse gases?
- What has happened in recent years?
- Are the changes that have happened on the planet okay?
- Are they beneficial to the population?
- What effect does climate change have as a consequence?
- Why do glaciers melt?
- What causes the melting of glaciers?
- How do these changes impact the population in Chile?

- ○ 2:54 what is an important fact that cause a global warming?
- ¿Cómo podemos luchar contra el cambio climático?
- ¿Qué debemos hacer disminuir?
- ¿Qué deben hacer las autoridades?
- ¿Montar bicicleta es más beneficioso que usar el automóvil?
- ¿Qué otras maneras de ahorrar energía puedes mencionar?
- ¿Estás de acuerdo con el video?
- ¿Qué te pareció este video?

- How can we fight climate change?
- What should we reduce?
- What should the authorities do?
- Is riding a bicycle more beneficial than using the car?
- What other ways of now energy can you mention?
- Do you agree with the video?
- What do you think of this video?

○ At the end of the presentation, I asked the students to explain what they think about the video, and this affects indigenous people that depend on their harvest to live. Why is important to raise awareness about climate change? How can we prevent this from happening? Invite them to reflect and become aware of how we can all help reduce global warming. Possible extension activities (if time allows)

- Students write a summary (in the target language) to assess their understanding
- Discuss with a partner or small group main ideas and how they could help with the problems described.
- Draw a picture and explain its relationship to the video in writing or to a small group.
- Access the video in small groups and take turns leading a similar MovieTalk.



DEFORESTACIÓN AMAZONAS

Resources: Recursos:

¿Quién? Who? (singular) ...

¿Quiénes? Who? (plural) ...

¿Qué? What? ¿Qué quiere [él, ella]? ...

¿Dónde? Where? . Porque - Because

¿Cómo? How? ¿Por qué? Why?

¿Cómo sabes? ¿Cuál? Which?

¿Cuándo? When?

Today's learning goals:

- Causas de la deforestación en el Amazonas= Causes of the deforestation
- Daños al medio ambiente, los animales y tribus = Damages to the environment, animals and tribus
- Selva amazonas= amazon jungle
- incendio forestal= forest fire
- importante= important
- Medio ambiente= Environment
- Especies= especies
- Vegetales= vegetation
- albergar= harbor, shelter
- Verde=green
- agua=water
- rios=rivers
- Animales=animals
- Selva=jungle
- Incendios=fire
- Taladro comercial= commercial exploitation
- desastres= disasters

Deforestation in the Amazon

Time required: 45 minutes

Link: <https://youtu.be/qek9Kd3-QHg>

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

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- Set expectations for how students can occasionally use English for deeper aspects of the discussion
- Engage students in socio-emotional learning about concern for the all living things

Steps

- Explain the purpose of the activity and create a discussion about the main ideas and events that happen in the videos.
- Explain the expectations of answering the MANY questions chorally and how and when they will answer.
- Explain the list of target structures to students and offer mini explanations in English of issues of form (such as grammar or spelling patterns)
- Assess students constantly by asking a variety of questions and correcting answers during instruction.
- Give exit ticket where students translate the language goals to English [or teacher observation of extension activity]

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

○ 00:21 is an important moment to ask questions such as:

1. ¿En qué lugar se desarrolla el video?
2. ¿Es la ciudad, las montañas o el Amazonas? Explica tu respuesta
3. ¿El Amazonas es un área grande o pequeño?
4. ¿Por qué la Amazonía es importante en nuestras vidas?
5. ¿Quién vive en el Amazonas?
6. ¿Hay gente viviendo allí?
7. ¿Cómo les afecta este problema a los pobladores?
8. ¿Qué está causando la deforestación en la Amazonía?
9. ¿Cómo podemos ayudar para detener este problema?
10. ¿Te gustó el video?

English:

1. 1. Where is the video developed?
2. 2. Is it in the city, the mountains or the Amazon?
3. 3. Is the Amazon a large or small area?
4. 4. Why is the Amazon important in our lives?
5. 5. Who lives in the Amazon?
6. 6. Are there people who live in the Amazon?
7. 7. How does this problem affect the residents?
8. 8. What is causing deforestation in the Amazon?
9. 9. How can we help to stop this problem?
10. 10. How many trees are destroyed in the Amazon each year?
11. 11. Who is destroying the Amazons?
12. 12. What is another big problem with deforestation in the Amazon?
13. 13. What about the local people who live there?
14. 14. Do you agree with this?
15. 15. Did you like this video?

○ At the end of the presentation, I asked the student why they think this happens and how we all can help to stop the deforestation in the Amazon

Possible extension activities (if time allows)

- Students write a summary (in the target language) to assess their understanding.
- Discuss with a partner or small group main ideas and how they could help with the problems described.
- Draw a picture and explain its relationship to the video in writing or to a small group.
- Access the video in small groups and take turns leading a similar

MovieTalk.

Alternativas de adaptación al cambio climático a través de conocimientos ancestrales.



Resources:

¿Qué? What? ¿Dónde? Where? ¿Quién? Who? How? ¿Cómo?

Learning target:

**Nacer= to be born nació was born
mujer/hombre= mujer/hombre
generaciones= generations
Cultivo= crop
Papa= potato
quinua= quinoa
Lluvia= rain
Impredicible=unpredictable
¿Porqué los cambios?= Why we have these changes?
Artico= arctic
Glacial= glacier
¿Qué está pasando?= What is happening?
Fenómenos frecuentes= frequent phenomenon
Actividades = activities
Efecto invernadero= greenhouse effect
agricultura/ganaderia= farming- livestock
Desastres naturales= natural disasters
Lluvias/ sequías= rain/droughts
Practicas ancestrales=Ancient practices
Uso de andenes= Use of platforms
Adaptación= adaptation**

Climate change adaptation alternatives through ancestral knowledge

Time required: 45 minutes

Link: <https://youtu.be/-s2cpEdCdXgutes>

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

-00:11

- 1. ¿Quién es la persona que ves en el video?
- 2. ¿Es un hombre o una mujer indígena?
- 3. ¿A qué ocupación se dedica el hombre y la mujer?
- 4. ¿Qué hizo la familia de la mujer durante

generaciones?

- 5. ¿Cuál es su opinión sobre el ¿Se ve feliz o triste?
- 6. ¿Por qué se ve triste?
- 7. ¿Qué pasa con el cultivo de la papa?
- 8. ¿Por qué sucede esto?
- 9. ¿Cómo afecta esto a los habitantes indígenas?
- 10. ¿Qué es un hecho importante que causa un calentamiento global?
- 11. ¿Cuánto hielo se ha derretido en las montañas hasta ahora?

- 1. Who is the person you see in the video?
- 2. Are you an indigenous man or woman?
- 3.-What occupation do men and women do?
- 4. What did the woman's family do for generations?
- 5. What is your opinion on the video?
- 6. Why does he look sad?
- 7. What about the cultivation of potatoes?
- 8. Why does this happen?
- 9. How does this affect the indigenous people?

- 10. What is an important event in the video that causes global warming?
- 11. How much ice has melted in the mountains so far?

0:51

- ¿Dónde están parados el hombre y la mujer?
- ¿Se está derritiendo el hielo debido al calentamiento global?
- ¿Cuál es el mayor desafío que debe vivir la gente de los Andes?
- ¿Cómo afecta a los indígenas?

- Where are the man and the woman standing on?

- Is the ice melting due to the global warming?

- What is the biggest challenge the people from the Andes must live with?

- How does it affect indigenous people?

1.08

- ¿Por qué están ocurriendo estos cambios?

- ¿Qué causa estos cambios?
- ¿Como podemos ayudar a solucionar estos cambios climáticos que afecta a la población mas vulnerable?

- Why are these changes happening?
- What causes these changes?
- How can we help solve these climate changes that affect the most vulnerable population?

2.22

- ¿Cuáles son las prácticas antiguas que se pueden usar?
- ¿De acuerdo con lo que has visto en el video piensas que este método funciona en realidad?
- ¿Por qué los indígenas tienen que usar prácticas ancestrales?

- What are the ancient practices that can be used?
- Based on what you've seen in the video do you think this method works?

- Why do indigenous people have to use ancestral practices?

• At the end of the presentation, I asked the students to explain why indigenous people must find solutions to their own problems that they face due to global warming and the government of their country does nothing about it.

Possible extension activities (if time allows)

- Students write a summary (in the target language) to assess their understanding.
- Discuss with a partner or small group main ideas and how they could help with the problems described.
- Draw a picture and explain its relationship to the video in writing or to a small group.
- Access the video in small groups and take turns leading a similar MovieTalk.

Resources: Recursos:

¿Quién? Who? (singular) ...

¿Quiénes? Who? (plural) ...

¿Qué? What? ¿Qué quiere [él, ella]? ...

¿Dónde? Where? . Porque - Because

¿Cómo? How? ¿Por qué? Why?

¿Cómo sabes? ¿Cuál? Which?

¿Cuándo? When?



Today's learning goals:

- ¿Que es el cambio climático?
What is global warming?
- ¿Cómo afecta a los pueblos indígenas?
How does it affect indigenous people?
- Porque pasa esto?
Why does this happen?
- Efecto invernadero= greenhouse effect
- **dióxido de carbono = carbon dioxide**
- **Mujeres indígenas = indigenous people**
- **cambio climático = climate change**
- Gas natural= natural gas/petroleo
- **contaminación = contaminante / glacier= glacier .**
- Derretir =melt

How climate change affects Indigenous women

Time required: 45 minutes

Link: https://youtu.be/D_66ZBLzmpl

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

○ 01:31 is an important moment to ask questions such as:

- ¿Qué es el cambio climático?
- ¿Cómo sucede el cambio climático?
- ¿Cómo contribuimos al cambio climático?
- ¿Cómo afecta esto a las mujeres indígenas?
- ¿Qué pasó con el glaciar en Perú?
- ¿Qué causó el derretimiento de los glaciares?
- ¿Qué pasa en la amazonía?
- ¿Cómo afecta esto a los indígenas?
- ¿El cambio climático afecta a todas las personas por igual?

- What is climate change?
 - How does it happen?
 - How do contribute to climate change?
 - How does this affect indigenous women?
 - What happened in the glacier in Peru?
 - What caused the melting of the glaciers?
 - What happens in the amazons?
 - How does this affect indigenous people?
 - Does climate affect every single person?
- 2:24 what is an important fact that cause a global warming?

- ¿Cuál es la principal causa del calentamiento global?
- ¿Cómo podemos luchar todos los ciudadanos contra el cambio climático?
- ¿Qué debemos hacer para marcar la diferencia?
- ¿Qué deben hacer las autoridades del gobierno?
- What is the main cause of global warming?

- How can all citizens fight against climate change?
- What must we do to make a difference?
- What should government authorities do?

○ At the end of the presentation, I asked the students to explain what they think about the video, and this affects indigenous people that depend on their harvest to live. Why is climate change affecting indigenous people? How can we prevent this from continuing?

Invite them to reflect and become aware of how we can all help reduce global warming.

Possible extension activities (if time allows)

- Students write a summary (in the target language) to assess their understanding
- Discuss with a partner or small group main ideas and how they could help with the problems described.
- Draw a picture and explain its relationship to the video in writing or to a small group.
- Access the video in small groups and take turns leading a similar MovieTalk.