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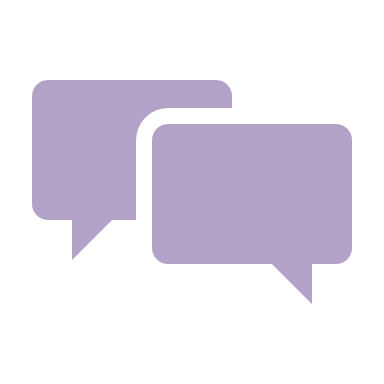
**The**

**Global Citizenship**

**and**

**Multilingual Competences**

**Toolkit**

****

**Teaching module**

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**Unit 2:**

**Promoting Ecoliteracy**

Ein Bild, das Pflanze enthält.

Automatisch generierte Beschreibung

Handouts

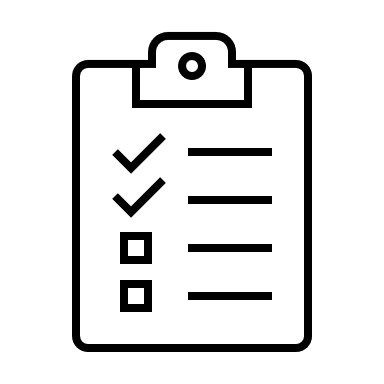
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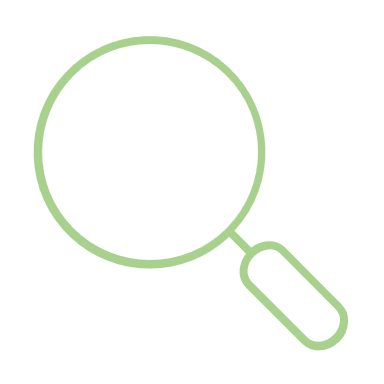
**Handout A**

**'The turning point'**

With your partner, think of the video ‘The turning point’. If needed, you can watch it again here: <https://www.youtube.com/watch?v=p7LDk4D3Q3U&list=PLLT1OZe-agIiakhDaKeq3z-FT6c9c9XDI>

Which of the following environmental issues are covered in the animation? More than one answer is possible.

* 1. Water pollution
* 2. Overpopulation
* 3. Overconsumption
* 4. Reduction of meat and fish consumption
* 5. Overfishing
* 6. Waste disposal
* 7. Deforestation
* 8. Reduction of plastic and paper use
* 9. Global warming
* 10. Melting glaciers
* 11. Local support
* 12. Pollution
* 13. Acid rain
* 14. Loss of biodiversity/species extinction
* 15. Renewable energy

**Handout B**

**Endangered flora and fauna**

As a group, search the Internet for the following information. Please, consider that you will then be asked to create a presentation to share your research work with the class.

Decide whether you want to focus on animals or plants!



1. Which plant/animal species have become extinct?

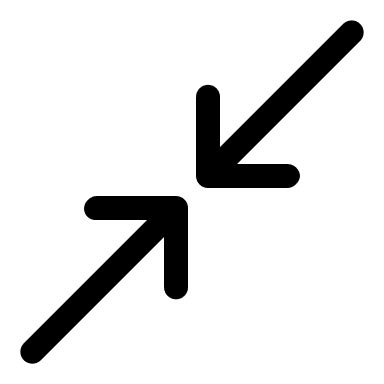
2. Which plant/animal species are in danger of extinction?

3. Are there and endangered animals/plants close to where you live?

4.What are the causes of these extinctions?

5. What are the consequences of these extinctions for the life of the planet and of human beings?

6. What can be done to prevent the phenomenon of extinction?

**Handout C**

**Roleplay**

As a pair, choose one type of pollution and the related scenario.

Discuss the topic with your partner, making sure that the two of you assume different sides (for example, in Scenario 1, one of you will defend the use of cars, while the other the importance of taking public transport).

When discussing with your partner, think of as many arguments as possible to defend your own position and to oppose your partner’s point of view. Tips: take notes, be clear… and polite!

Please, consider that you and your partner will then be asked to act out your debate in front of the class.

**SCENARIO 2: Water pollution**

Debate between the owners of a farm that uses chemicals and pesticides, and an environmental association that campaigns against the use of such products.

**SCENARIO 1: Air pollution**

Debate between a person who often takes public transport or cycles to reduce air pollution and a person who would never give up travelling by car.

**SCENARIO 4: Noise pollution**

Debate between the owner of a club that stays open until late at night and the owner of a flat in the immediate vicinity who complains about the loud music and noise caused by the club's customers.

**SCENARIO 3: Plastic pollution**

Debate between the owner of a company producing plastic products (plates, straws, forks, etc.) and the owner of a company producing the same products but biodegradable or a consumer who buys only biodegradable products.

**Handout D**

**Where does this go?**

To which waste class do the depicted objects belong? Match the following pictures with the appropriate waste container at the bottom of the page.

|  |  |  |
| --- | --- | --- |
| A picture containing text, plate, different, several  Description automatically generated | A picture containing food, decorated, arranged  Description automatically generated | A picture containing indoor, fork  Description automatically generated |
| A picture containing floor, indoor, writing implement, stationary  Description automatically generated | A picture containing ground, plastic, container  Description automatically generated | A picture containing plate, table, food, piece  Description automatically generated |
| A picture containing text, variety, several  Description automatically generated | A pair of scissors on a table  Description automatically generated |  |
|  |  |  |
| Shape, rectangle  Description automatically generatedPaper | Shape, rectangle  Description automatically generatedPlastic | Shape, rectangle  Description automatically generatedOrganic |
| Shape, rectangle  Description automatically generatedGlass | Shape, rectangle  Description automatically generatedMetal | Shape, rectangle  Description automatically generatedUndifferentiated/  mixed |
| Shape, rectangle  Description automatically generatedE-waste | MedicineShape, rectangle  Description automatically generated  containers | Shape, rectangle  Description automatically generatedMust be taken to a recycling centre |