

V.270

Unterrichtsmagazin

## Abiturtraining kompakt: global ecological and economic challenges meet sustainability and inventiveness (S II)

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„From earthrise to sea rice to rain“: Mit dieser Einheit werden die Lernenden Grundwissen zu ökologischen und ökonomischen Aspekten der Globalisierung ausgehend von Amanda Gormans Gedicht „Earthrise“. Anschließend entnehmen und vermitteln sie Informationen aus aktuellen Sachtexten und Videoclips, analysieren einen Zeitungsartikel oder bewerten die Chancen und Herausforderungen der Globalisierung in Zeiten der Pandemie. Digitale *LearningApps*-Übungen inklusive!

### KOMPETENZPROFIL



**Klassenstufe:** 11/12 (G8) bzw. 12/13 (G9)

**Dauer:** 1–9 Unterrichtsstunden je nach Auswahl

**Inhalt:** Ecological challenges and sustainable lifestyles (GK) bzw. Globalisation and global challenges: economic, ecological and political issues (LK)

**Kompetenzen:** 1. Hör-Seh-Verstehen: einem Kurzvideo zentrale Informationen entnehmen; 2. Lese- und Schreibkompetenz: auf der Grundlage von Zeitungsartikeln Texte zu den Bereichen *Summary*, *Analysis* und *Evaluation (Speech statement)* verfassen; 3. Sprachmittlungskompetenz: die zentralen Inhalte eines deutschen Artikels in die Zielsprache mitteln

**Material:** Einstiegsimpulse, Kurzvideo, Klausurvorschläge für Grund- und Leistungskurs

## M 3

## Talking about climate change



Get ready to talk and write about climate issues with these revision exercises.

## Task

1. *Speaking:* Look at the pictures below. Describe what effect of climate change they show.



Photos: © www.colourbox.com

2. *Speaking:* With a partner, discuss in how far these effects have touched your personal life already.
3. *Vocabulary:* Find a minimum of seven terms in the word search below that represent the ecological aspect of globalisation. Circle them. →←↓↑

You can also complete this task in *Learningapps*. Follow the link or QR code on the left.



<https://learningapps.org/view22710634>

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E | D | I | V | E | R | S | E | I | V | I | R | O | N |   |   |   |
| C | O | N | S | U | M | E | N | E | R | G | Y | M | T | N | E |   |
| E | C | N | I | D | O | L | F | R | L | O | R | G | Y | C |   |   |
| M | I | G | A | T | I | N | N | E | T | U | E | R | A | O |   |   |
| L | I | F | G | H | T | V | H | T | V | T | E | N |   |   |   |   |
| R | G | E | E | N | H | O | U | S | E | E | F | F | E | C | T |   |
| A | S | P | L | L | U | T | E | R | T | E | R | U | B | A |   |   |
| S | L | L | E | V | E | L | B | I | S | H | F | E | R | T | M |   |
| I | P | E | V | E | F | O | S | S | I | L | F | U | E | L | I |   |
| R | T | T | S | C | A | R | C | I | B | T | Y | R | E | S | N |   |
| O | A | C | I | D | R | A | I | N | U | L | R | C | E | S | N | A |
| A | T | U | O | R | G | A | N | I | C | E | X | T | I | N | C | T |
| R | E | H | N | O | I | T | A | T | S | E | R | O | F | E | D | E |

4. Can you think of five more words for the topic? Write them down here:

5. *Viewing:* Watch the video *Taylor Swift's legs and climate change* (4:02 min.) at <https://raabe.click/TaylorSwiftClimateChange> [last access: 02/12/2021].

What ideas does the video offer on the question how to talk about climate change?



## Net zero needed

Climate change can be felt anywhere and needs to be addressed everywhere.

### Tasks

1. *Viewing:* Watch the video *What is net zero?* (7:20 min.) from the magazine *The Economist* at <https://raabe.click/VideoNetZero> [last access: 02/12/2021]. Then tick the correct statement(s). You can also complete this task and an extra vocabulary task in *LearningApps*. Follow the links or QR codes on the right.

1) Global warming ...

- a) ... is caused by the emission of carbon dioxide into the atmosphere.
- b) ... can be slowed down by emitting carbon dioxide, which is hard for industries like aviation.
- c) ... can be decreased by cutting existing emissions.

2) The active removal of greenhouse gases ...

- a) ... is called "negative emissions" and describes the damage CO<sub>2</sub> causes when it is emitted.
- b) ... is hard and still obscure as a process, so it is risky to rely on it.
- c) ... sucks more than 40 billion tonnes of CO<sub>2</sub> per year out of the air.

3) Examples of negative emissions are ...

- a) ... planting forests and improving soils to absorb more CO<sub>2</sub>.
- b) ... burning forests and planting more CO<sub>2</sub> resistant plants.
- c) ... planting forests in new soils.

4) Innovations like storing CO<sub>2</sub> underground ...

- a) ... tempt polluters to take it easy and wait for a time when the technologies are more expensive.
- b) ... risk to invite to a slower approach regards cutting emissions to protect economies.
- c) ... are still at an early stage of development and have not demonstrated to work on a large scale.

5) In addition, countries argue about their respective carbon footprint responsibility. Some argue that ...

- a) ... manufacturing countries with a large CO<sub>2</sub> emission also sell and ship goods to rich countries with a smaller emission and should pay for negative emissions too.
- b) ... rich countries got rich by formerly emitting a lot of CO<sub>2</sub> when there was no awareness of climate change so they should pay their share now.
- c) ... poorer countries need to lift their people out of poverty so they cannot pay for negative emissions.

2. *Viewing:* Inform yourself about the effects a rise of 3 degrees might have by watching the video (12:23 min.) at <https://raabe.click/3degreesGlobalWarming> [last access: 02/12/2021]. Take notes.

3. *Extra research:* Learn more about ecological aspects and the role of innovation at

- *Hydrogen: fuel of the future?* (8:04 min.) at <https://raabe.click/HydrogenFuelFuture> [last access: 02/12/2021] **or**
- *Globalisation: can it survive Covid?* (14:07 min.) at <https://raabe.click/GlobalisationCovid> [last access: 02/12/2021].



<https://learningapps.org/view22710895>



<https://learningapps.org/view22710994>



M 6



<https://learningapps.org/view22711351>

## Innovative ideas for a sustainable future – a close look

Approach the newspaper article on seagrass with the help of these exercises.

### Tasks

1. *Comprehension:* Tick whether the following statements on the text are true or false. You can also complete this task in *LearningApps*. Follow the link or QR code on the left.

|   | statement   | true                     | false                    |
|---|---|--------------------------|--------------------------|
| 1 | The chef asked himself whether seaweed grains are edible.                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | The seaweed might represent a new superfood.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | There is no method to transplant seagrass to another spot.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Sea animals leave salt marshes because of the high degree of saltiness.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Tropical rainforests are not as good at capturing carbon dioxide as seagrass.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Fertilisers and antibiotics are required to grow new fields of seagrass successfully. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | The growth of seagrass in new fields does not require transplanting.                  | <input type="checkbox"/> | <input type="checkbox"/> |

2. *Analysis:* Read the following sentences. Put the words in the box into the right gaps. You can also complete this task in *LearningApps*. Follow the link or QR code on the left.

|         |               |          |         |         |
|---------|---------------|----------|---------|---------|
| catchy  | convincing    | evidence | experts | informs |
| insight | non-fictional | refers   | sources |         |

The text is a (1) \_\_\_\_\_, serious newspaper article. The journalist Kassam employs a (1) \_\_\_\_\_ headline with a pun on “rice” referring to climate change and the “rise” of the sea. The subheading (2) \_\_\_\_\_ about the latest discovery of the chef Angel León.

In the introduction, Kassam describes León’s passion about food and his curiosity that made him research the marine grains of seagrass. This (3) \_\_\_\_\_ the reader about León’s passion and adds some (4) \_\_\_\_\_ into his personal background.

The journalist quotes León and other (5) \_\_\_\_\_ who worked with him to give (6) \_\_\_\_\_ of their findings concerning seagrass. Moreover, she (7) \_\_\_\_\_ to figures and facts to indicate the potential of seagrass which absorbs carbon dioxide 35 times faster than tropical rainforests. Numerous (8) \_\_\_\_\_ are given such as the WWF, or Robert Orth, a professor at the Virginia Institute of Marine Science, to show how huge the potential of seagrass might be.



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