

V.281

Unterrichtsmagazin

Living for the future: focus on sustainability – Merkmale nachhaltigen Lebens erörtern (Klassen 7–10)

Dirk Beyer



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Nachhaltigkeitserziehung und *Global Citizenship Education* stellen wichtige Themen im gegenwärtigen Englischunterricht dar und sind in vielen Curriculas- und Kernlehrplänen fest verankert. Die als „Bildung für nachhaltige Entwicklung“ bezeichneten Kompetenzen verbinden die *4C-skills* mit den *21st century learning skills*. Mithilfe von Sachtexten und authentischen diskontinuierlichen Texten (Videodokumentationen und Comics) erwerben Ihre Schülerinnen und Schüler in der vorliegenden Unterrichtsreihe die Sachkompetenz, in Zukunft nachhaltig zu agieren. Dabei trainieren sie ihr Lesesowie ihr Hör-Seh-Verstehen.

KOMPETENZEN

Klassenstufe: 7–10 (G9), 8–11 (G8)

Dauer: 1–5 Unterrichtsstunden

Kompetenzen: 1. Leses: Texte verstehen und analysieren; 2. Hör-Seh-Verstehen: kurzen Videos wesentliche Informationen entnehmen; 3. Selbstkompetenz: Wissen erwerben, wie man nachhaltiger leben kann

Thematische Bereiche: *Global Citizenship Education*, Nachhaltigkeits- und Umwelterziehung, *climate change*, *sustainability*, *Sustainable Development Goals*, *plastic waste*

Material: Video(link)s, digitale Wortschatzübung (*LearningApp*)

Auf einen Blick

1. Stunde

Thema: Sustainability – An introduction

M 1 **Getting involved: Keeping an eye on our future – Reading an article /** thematische Einführung anhand eines Zeitungsartikels, Textverständnis sichern (EA)

M 2 **How does climate change effect everybody? – Watching a video /** Video inhaltlich verstehen und erarbeiten (EA)

Homework: *Learn the vocabulary from the list. (ZM 1)*

Benötigt:

- digitales Endgerät (z. B. Tablet, Smartphone) zum Scannen des QR-Codes bzw. Links zum Anschauen des Videos
- Kopien von ZM 1

2. Stunde

Thema: A way of life – How to complement sustainability in everyday life

M 3 **Sustainable Living – Collecting tips /** Aspekte eines nachhaltigen Lebensstils anhand eines Infotexts und einer Karikatur erarbeiten und hinterfragen (PA, PL); eine Umfrage durchführen (EA, PL)

Benötigt: digitales Endgerät (z. B. Tablet, Smartphone) für die Internetrecherche (externes Netz)

3. Stunde

Thema: Focus on vocabulary – How to talk about sustainability

M 4 **Sustainability – Important words and phrases /** themenspezifischen Wortschatz erarbeiten, sichern und in einer Kurzpräsentation einsetzen (EA, PA, PL)

4. Stunde

Thema: Focus on facts I – Introducing the *Sustainable Development Goals*

M 5 **Sustainable Development Goals – Background knowledge /** Hintergründe und Inhalte zu den *SDG* erarbeiten; ein Nachhaltigkeitsprojekt für die eigene Schule entwerfen und in einem Brief an die Schulleitung vorstellen (EA)



- Benötigt:**
- digitales Endgerät (z. B. Tablet, Smartphone) zum Einlesen der QR-Codes bzw. Links
 - Kopien von ZM 2

5. Stunde

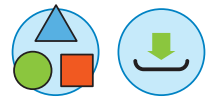
Thema: Focus on facts II – Hazards of plastics as an unsustainable consumption material

M 6 **Let's talk about plastic – Background knowledge** / einem Sachtext und einer kurzen Dokumentation Informationen entnehmen und eigene Ideen zur Plastikmüllproblematik erarbeiten (EA, GA)

- Benötigt:**
- digitales Endgerät (Tablet, Smartphone etc.) zum Einlesen der QR-Codes/Links und zur Bearbeitung der Aufgaben

Zusatzmaterial im Online-Archiv bzw. in der ZIP-Datei

- ZM 1** Vocabulary
ZM 2 Language support: How to write a letter



Minimalplan

Mit Ausnahme von M 4 können alle Materialien der Unterrichtsstunde unabhängig voneinander eingesetzt werden.

Erklärung zu den Symbolen

	Dieses Symbol markiert qualitativ hochwertiges Material. Wenn nicht anders ausgewiesen, befinden sich die Materialien auf mittlerem Niveau.	
Download	Sprechen	Lesen
Anker	Hinweis	Schreiben
Video	Digital	Zusatzaufgaben
	Alternative	

Sustainability in everyday life – Collecting tips

M 3

Background information: What is a sustainable lifestyle like?

Sustainable living is a lifestyle that aims to reduce the use of natural resources such as coal, gas, and other fossil fuels. People can achieve this by making changes to their energy usage, by using public transportation, adopting sustainable food practices and more. Often, it only requires making small changes to various aspects of daily life to reduce the harm and negative impact on the environment. These changes can lead to a decrease in greenhouse gas emissions and significant environmental pollution, resulting in positive effects on our ecosystem.

Tasks

1. In class, create a topic web that shows how a sustainable lifestyle can be implemented in everyday life.
2. Read the text in the box above to get some background information on sustainability and add the information from the text to your topic web.
3. With a partner, study the cartoon below. Partner A describes the cartoon. Partner B focuses on the message of the cartoon. *Tip:* You can use the *Language support* if necessary.
4. Use the “Sustainable living checklist” below to check on yourself and your classmates, friends and family whether you and they live a sustainable lifestyle.
5. **Extra:** Research additional tips and actions to live a sustainable lifestyle online and add them to the checklist as a question.



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Language support

- In the foreground/middle/background there is/are ...
- On the left/right side ...
- The cartoon clearly shows ...
- The cartoonist wants to express/say that ...
- In my opinion, the cartoon ...
- The cartoon is well made because ...

Sustainable living checklist

Do you

- buy and take only the amount of food you can eat instead of throwing food away?
- prefer public transport or your bike to go somewhere instead of going by car?
- use paper bag, cup, and glass instead of plastic at home?
- recycle clothes instead of throwing them away?
- use reusable bags or your backpack to go shopping?
- spend more time in areas close by on holidays or do you fly to foreign countries?
- try to save energy by switching off electronic devices during day and night?
- grow your own food like herbs and veggies in your garden?

Sustainable Development Goals – Background knowledge

M 5

To promote a sustainable lifestyle, the United Nations has developed 17 *Sustainable Development Goals* that every UN member country must fulfill by 2030.

What are *Sustainable Development Goals*?

The *Sustainable Development Goals (SDGs)* were adopted by all United Nations Member States in 2015 to end poverty, reduce inequality and build more peaceful and prosperous¹ societies by 2030. Also known as the Global Goals, the SDGs are a call to action² to create a world where no one is left behind. The SDGs cannot be achieved without the realisation of child rights. As world leaders work to deliver on the 2030 promise, children around the globe are standing up to secure their right to good health, quality education, a clean planet and more. The leaders of tomorrow, children's ability to protect the future for us all depends on what we do to secure their rights today. More than 100 Member States have renewed their commitment to children's rights in the context of implementing⁴ the SDGs. UNICEF works with governments, partners and other UN agencies to help countries ensure the goals deliver results for and with every child – now and for generations to come.

Source: <https://www.unicef.org/sdgs> [last access: 29/08/2024] (text shortened)

Here you can find more detailed information:

- <https://raabe.click/UN-SDGs>
- <https://raabe.click/SDGs-explained> [last accesses: 29/08/2024]

- 1 **prosperous**: rich – 2 **call to action**: necessary to do sth. – 3 **commitment**: engagement, need to do sth. – 4 **implementing**: start doing sth.; process of starting sth.

Tasks

1. Read the text about the *Sustainable Development Goals (SDGs)* and use the links to gain a comprehensive understanding of the topic. Explain what the *SDGs* are in your own words.
2. Examine the graphic displaying the world's *SDGs* below and ensure you understand each one. Select one or two goals and develop a plan to enhance the sustainability of your school.
3. Compose a letter to the head of your school, outlining your ideas and recommendations. Your teacher can provide a helpful "support sheet" to guide you.



© United Nations (UN) Sustainable Development Goals