**Forløbsplan: Humankind and Climate Change**

**Formål:**

Forløbet handler om vor tids klimaforandringer undersøgt gennem forskellige typer materiale – forløbet er tiltænkt 3. g-niveau og opsummerer gennem det forskelligartede materialevalg forskellige faglige analysemetoder, og de vil analysere og fortolke både fiktion og non-fiktion gennem blandt andet noveller, digte, dokumentarfilm og artikler. Forløbet har fokus på engelsktalende lande med globale tråde, og eleverne arbejder med FNs 17 verdensmål og Global Citizenship som rød tråd. Sidst vil der være indlagt sproglige samt træning i at undersøge semantiske felter. Forløbet går ind og arbejder med problemstillinger, der er relevante i både ASP-regi samt Grøn Skole.

Kernestof:

* Edison, John. “Four reasons Why ‘Climate Change’ Is A Flat-Out Hoax”. *Climatechangedispatch.com*, October 8, 2018. From <https://climatechangedispatch.com/reasons-climate-change-hoax/>
* Emmerich, Roland. *The Day After Tomorrow.* 2004, spillefilm
* Evans, Hugh. “What does it mena to be a citizen of the world?”. TED Talk. <https://www.youtube.com/watch?v=ODLg_00f9BE>
* Heyen, William. ”The Global Ecocomy”, 1987, in Mette Grønvold og Hanne Ohland-Andersen, *Footprints,* Gyldendal 2017
* Nuccitelli, Dana. “Trump’s disbelief won’t stop dangerous climate change”. *The Guardian,* December 5. 2018. From: <https://www.theguardian.com/environment/2018/dec/05/trumps-disbelief-wont-stop-dangerous-climate-change>
* Simpson, Helen. “In-flight Entertainment”, *Granta 100,* 2007
* Stevens, Fisher. *Before the Flood*, 2016, dokumentar
* The UN Sustainable Development Goals, From <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Sekundært:

* Grønvold, Mette og Hanne Ohland-Andersen. *Footprints,* Gyldendal 2017, side 80-109
* Armstrong, Franny. *The Age of Stupid,* 2006, hybriddokumentar Fra https://www.youtube.com/watch?v=va\_MVxpboqg

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|  | **Materiale** | **Timens indhold – 75 minutter** |
| 1 | *Before the flood* | 1. Introduction (10 min) 2. Film (55 min)    1. While-watching study questions:       1. What is Leonardo Di Caprio’s new role?       2. What causes of climate change are mentioned?       3. What consequences of climate change are mentioned?       4. Why do people think that the issue is overlooked?       5. Why is there opposition against climate change?       6. How long have we known about climate change for?       7. Who is the world’s number one polluter?       8. What concerns people about climate change in China?       9. What is China doing to combat climate change?       10. What conflict does using coal create?       11. Who are impacted today be the first signs of climate change? |
| 2 | *Before the flood*  Lektier: Læs “Before the Flood Discussion Guide” side 5-10 | 1. Film (40 min) 2. Discussion questions - groups of three (20 min)    1. Briefly describe your view on climate change. Is it real? Is it caused by human activity? Be honest!    2. Briefly describe the key pieces of evidence presented in the movie, supporting the climate change argument.    3. Have any of your ideas involving global warming changed because of this film? Explain why or why not and use examples from the movie!    4. During the movie, we saw countless ways that our consumption is ruining the environment. What effect on our planet was the most shocking to you?    5. What climate change solution gave you the most hope for our future? Explain why!    6. As evidenced in the film, every decision we make can have an environmental impact. What changes are you willing to make in your day-to-day life to reduce your carbon footprint? Be real and honest!    7. What do you think is the biggest barrier in terms of acting on climate change?    8. Do you agree with the lady in India that the developing countries should be leading the way with renewable and sustainable energy?    9. While it would be great to assume that everyone will make environmentally conscious decisions all the time, we cannot expect everyone to give up their cars and put solar panels on their homes. What tools (apps, incentives, resources, etc.) would help you and your community become more environmentally conscious? 3. Quick class sum up (15 min) |
| 3 | Footprints side 80-99  Lektier:   1. Investigate the 17 UN Sustainable Development Goals. Write down five important statements.   <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>   1. Fill out the empty boxes page 81 | 1. Watching the TED Talk, Global Citizenship (20 min)    1. https://www.youtube.com/watch?v=ODLg\_00f9BE 2. Class sum up: Definition Global Citizenship and important statements on the UN Sustainability Goals (20 min) 3. Stationsarbejde 1, 2, 3 and 8, 9 (one station per group) – (10 min)    1. Describe the pictures    2. Vocabulary    3. Drawing    4. Gender equality    5. Poverty 4. Class sum up (15 min) |
| 4 | Footprints side 99-109   1. Homework: Answer the questionnaire 2. Read the two articles “What is a carbon footprint?” and “What’s the carbon footprint of … a pint of beer?” | 1. Questionnaire results. In pairs: Discuss your score and your carbon footprint (10 min)    1. Your routines seem to be within reasonable limits    2. Your carbon footprint is okay    3. You are at least making an effort    4. There is room for improvement 2. In pairs: (15 min) Find the World Bank’s survey of CO2 emissions all over the world, and check the average carbon footprint of:    1. A Dane    2. A Brit    3. A Canadian    4. A Chinese citizen    5. An Indian    6. An inhabitant of Kiribati    7. A South African    8. An inhabitant of Trinidad    9. What may account for the difference? 3. Half’n’half - Write a summary (30 min)    1. Half the class will write a summary of the first article, half the class the other article:    2. Write a summary of the article. Use precisely 100 words; no quotes from the text.    3. Exchange summaries with someone from the other half of the class    4. Read the new summary and give constructive feedback. What is well done and what can be improved? (Structure, omissions, grammar etc.)    5. Look at your own summary again and read the comments. Rewrite your summary based on the advice from your partner. 4. Fact-board - Padlet or white board (20 min)    1. Pick a student to guide the class dialogue. Through a class dialogue, the students create a Padlet or write keys words on the white board with explanations and most important facts from the texts.    2. The teacher tries let the students run the show |
| 5 | Footprints side 132  Lektie: Grammatikøvelser | 1. Poetry analysis ”The Global Economy” – individual work in class (30 min)    1. Analyze and interpret the poem – use relevant terms from the Toolbox    2. Include an analysis of semantic signifiers    3. Include a discussion of the interpretation in comparison to the photograph on page 133 2. Poetry analysis – class dialogue (30 min)    * 1. *Genre: poem, directly about money, indirectly about the environment*      2. *Speaker: A direct speaker addressing the reader using the personal pronoun “you”. The speaker starts out by explaining the global economy, but it changes in the last five lines, where the sentences get shorter and they consist of rhetorical questions. (Final interpretation – two speakers. An educational voice and a childlike voice, the child speaks the truth and the teacher becomes the ignorant one)*      3. *The tone starts out explanatory. As a teacher to a child, explaining simple math. The first question sounds like a math problem on a Math test, but the questions continue, almost like the child is taking over. The tone in the end is like a child wondering, no coherence in the train of thought. “Where’s the money? And what happened to all the trees?”*      4. *Stanzas and lines, no pattern except long sentences that shorten – again suggesting a teacher/parent and child*      5. *There is a tension in the structure of the poem. The questions are easy, childlike, but they are very difficult to answer and that is the main point. Only children ask these easy questions, but the adults don’t even stop to think about this. We teach children about math and the economy, but we don’t question this system and we don’t really understand the system, where the money goes and what has happened to all the trees?*      6. *Word choice: You, dollar, bank is repeated. No abstract words, very direct language. Semantic signifiers in bank, dollar, loan, bank, savings account.*      7. *Contractions, neutral language. “got”. Very simple language with no adjectives or imagery – it isolates the problem and is in juxtaposition to the complexity of it all*      8. *Symbolism: The language is like a teacher and child – more abstract symbolism.*      9. *Rhetorical questions at the end create a pace.*      10. *The focus has been on the economy, so the last line comes as a surprise*      11. *Tense: present tense, but the last line is past tense. A foreshadowing*      12. *The final line suggests some doomsday, some horrific event in the future – the day we wake up and realize that all the trees are gone. There is a criticism in this final question, and as a rhetorical question it has the effect of leaving the reader pondering the answer and why it is important in relation to the global economy.*      13. *Message: Economic growth damages the planet and we are ignorant “teachers”* 3. Grammar exercise below   Sustainable – emission – available – education – development – provide – produce – emit – resilient – sustainability – develop – availability – developed – avail – developing – developer – educative – educational – educator – provision – provider – production – sustainer – resilience – educable   |  |  |  | | --- | --- | --- | | Noun | Verb | Adjective | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |
| 6 | Lektier:  “In-flight Entertainment” side 1 - 5, l. 37 | 1. Discussion exercise in pairs: If you were elected for office at the upcoming election, what would you do about climate change? (10 min) 2. Teacher’s Introduction to Cli-fi (25 min)    1. Any students who have read Cli-fi?    2. The teacher will introduce the most important things from the document “Introduction to Cli-fi” 3. While-reading tasks: (30 min)    1. Characterize the protagonist    2. Describe the setting and explain why it has been chosen    3. Explain the protagonist’s interaction with others on the plane 4. Grammar |
| 7 | “In-flight Entertainment” resten | 1. Tasks continued (15 min)    1. Explain how the protagonist handles the conflict    2. Explain the ending    3. Discuss the theme 2. Half’n’half (30x30 min)    1. Half the class analyzes and interprets the short story in class       1. The protagonist and the conflict       2. The setting       3. Interaction       4. Dealing with the conflict          1. Alan’s and Jeremy’s arguments:       5. The ending       6. Theme (interpretation)    2. The other half works with grammar outside |
| 8 | L  ektier: Pre-writing. In class, you are going to write a very short short story in the cli-fi genre. Think about your topic, your protagonist, and your setting. Write a few notes down so you are ready to start writing in class. | 1. Write a very short story (45 min)    1. In 300 words or less    2. The genre has to be cli-fi 2. Matrix-reading (15 min) 3. A few voluntary readings in class (15 min) |
| 9 | *The Age of Stupid*  <https://www.youtube.com/watch?v=va_MVxpboqg>  Lektier: Læs metodeafsnittet om ”Documentary Film Analysis” og ”Fact and Fiction Codes” | 1. Movie – 5 klip (30 min)   0-16.30, 27.40-30.00, 33.00-36.07, 1.09.50-1.13.35, 1.16.00-1.18.34   * 1. While watching:      1. Composition      2. Subgenres      3. Fact and fiction codes      4. Visual effects      5. The soundtrack      6. The narrator  1. Study groups - questions (30 min)    1. Which problems does the movie address?    2. Pick a literary term from the list above and make a more detailed analysis 2. Sum up – class dialogue (15 min) |
| 10 | “Four Reasons Why ‘Climate Change’ is a Flat-Out Hoax”  <https://climatechangedispatch.com/reasons-climate-change-hoax/> | 1. Analyzing the article together in groups – one student is in charge (30 min)    1. Who is the author and where is the article published?    2. Who are the readers?    3. Is the article written to inform, to delight, or to persuade?    4. What event led to the writing of the article?    5. What is the main idea of the article?    6. Are different viewpoints presented?    7. How does the article inform, delight or persuade? Analyze:       1. Author       2. Style       3. Choice of words       4. Adjectives       5. Title       6. Appeal forms       7. Quotes and references    8. Is the article, in your opinion, true, balanced or biased? Explain without using “I think”.    9. The aim: What is the intention of the article and was it successful? 2. Analysis of the website Climate Dispatch and two commercials (30 min)    1. Non-fiktionsanalyse af “udvidet tekstbegreb” på klassen    2. Pointe: Det retoriske pentagon kan bruges på alle de non-fiktionsemner I kan møde til eksamen 3. Grammatik – semantisk felt i artiklen (15 min)    1. Climate change    2. Ordklasser |
| 11 | [**https://www.theguardian.com/environment/2018/dec/05/trumps-disbelief-wont-stop-dangerous-climate-change**](https://www.theguardian.com/environment/2018/dec/05/trumps-disbelief-wont-stop-dangerous-climate-change)  Homework: What is President Trump’s opinion on climate change? Find sources online. | 1. Presentations in groups (45 min)    1. Make a presentation about the topic of climate change in the US. You can choose your own angle, but you must include the article “Trump’s disbelief won’t stop dangerous climate change”. Use the sources from the homework search. 2. Presentations in groups 3. Voluntary presentations on class |
| 12 |  | 1. The individual vs humankind – station work (60 min)    1. The students are divided into groups and they will take turns going to different stations with different topics. At each station they must leave an answer to the problem or questions, and as they rotate, the groups add on to what’s already written:       1. **Education:** How can people learn the facts about climate change?       2. **The 17 UN Goals:** How can more people learn about and try to live up to the 17 UN Sustainability Goals?       3. **Countries:** Should the most polluting countries lead the way as the good example, and if so, how can the most polluting countries lower their emissions?       4. **Values:** Do we need to change our way of measuring success from a focus on wealth to a focus on more soft values? Explain       5. **The individual**: Should the individual take more responsibility for their co2 emissions and in that case how? 2. Class sum up (15 min) |
| 13 |  | 1. Summing up the course – written exercise (15 min)    1. Content    2. Methods 2. Class dialogue (20 min)    1. Which UN Sustainable Goals have you worked on in this class?    2. Discuss your new knowledge in relation to the goals    3. How has this coursed dealt with global citizenship? 3. Afslutning |

**Ideer til eksamen:**

1. Digt “One World Down the Drain” 0,9 ns + article “If only gay sex caused global warming” 3,8 ns
2. “Babycakes” 1,1 ns + “UN’s Dire Climate Report Misses the Mark. Again.” 3,6 ns
3. “The Polar Bear” 2,2 ns + “TRUMP’S E.P.A. IS JUST GOING TO LET ‘BEAUTIFUL, CLEAN’ COAL PLANTS REGULATE THEMSELVES” 2,3 ns
4. “What Will We Tell Our Kids and Grandkids About Climate Change?” (4,0 ns)

[https://www.huffingtonpost.com/entry/opinion-climate-change-report-disaster-children\_us\_5bbbb188e4b0876edaa0c866?guccount](https://www.huffingtonpost.com/entry/opinion-climate-change-report-disaster-children_us_5bbbb188e4b0876edaa0c866?guccounter=1)

[er=1](https://www.huffingtonpost.com/entry/opinion-climate-change-report-disaster-children_us_5bbbb188e4b0876edaa0c866?guccounter=1)