

## **Planning a CLIL Project: A Paper Chase**

**Aim:** To show the relationship between paper consumption and deforestation. Discover the negative consequences and discuss conservation and recycling methods.

### **Teaching objectives:**

#### Content:

paper production  
deforestation  
recycling  
environmental protection

#### Communication:

explain processes (how paper is made, how the forest is cut down, how this harms the environment)  
make suggestions (ideas for recycling, protecting the environment, taking action at school and in daily life)  
discuss ideas  
present and defend an argument / plan (students make posters about the issue and their proposals and present them to the headmaster to convince him to implement their plan)

#### Cognition:

understanding of the relationship between paper consumption and its negative effects on the environment  
problem solving (how can these negative effects be alleviated)  
the logic of making an argument

Culture: civility and environmental sensitivity and sense of responsibility

**Outcomes:** At the end of the lesson (which spans over several classes), students will be able to:

Understand the relationship between paper consumption and deforestation, and appreciate the negatives consequences on the environment.

Know how to recycle and take measures to protect the environment.

Suggest a plan of action for saving paper to be carried out at their school and present their argument to their headmaster in an attempt to convince him to implement the plan.

**Tasks planned:** We would like to make our students conscious about the implication of their own paper waste. We know that assuming this idea implies a huge cognitive domain because it's necessary to connect a long chain of causes and consequences. For this reason we have planned some different tasks to guide our students to the final aim. We think these tasks could be helpful to understand properly well the paper process and also to prepare our students to make cognitive relations between different facts and analysis these relations.

**Warm-up:** Some significant images will be shown to our students. We want to promote thinking through these pictures, just wake up some ideas about the subject.

Tasks given will be:

**Step 1:** We have focused our attention into four stages of paper making process: logging, paper industry, paper waste and consequences on the environment. Each step will be described through four pictures which are connected like a sequence of facts. Students working in groups of 4 or 5 persons will be asked to explain what is happening in these draws. They will be helped with a frame (see materials) to learn how to organize into the speech different stages of a process.

**Step 2:** Groups should explain to the class what happen to the matter they have been working on. The objective of this step is to let our students to have a general view of the whole process through their peers' work.

**Step 3:** Now groups should think about causes and consequences. We will give out some frames (see materials) to organize the big amount of facts that will have appeared on Step 2. They should reflect on their schedules what the most significant facts are, what are their causes and their consequences.

**Step 4:** We hope that these activities bring to make a clear idea of what is paper making process, what implies to the environment and how each student's waste means something (take responsibility of their actions). Now it's time to put these ideas into the practice. We want to design a plan action into the school for saving paper. Students should try to convince headmaster to change school paper policy using the arguments we have deal with during the task. We want to create a real situation to make sense to the whole activity.

**Matrix:** We think this activity implies a high cognitive domain but a medium linguistic domain. We are really worried to create a sense of responsibility of our students' actions.

**Scaffolding:**

As we have seen on task explanation, scaffolding will be provided by language boxes and mind frames (as well as teacher support).

**Talk:** Students will have the opportunity to talk when they discuss each other's posters and proposals. The scene is also set for talking during their evaluation and reflection on how their presentation to the head teacher went.

**Assessment:** The task of designing and making a poster about paper consumption, its negative effects on the environment and what can be done in response is a demonstration of what the students have learned. Students are asked to assess each other 's posters and presentations.