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## How to extend your coursebook to Global Issues using CLIL methodology

### By Aleksandra Zaparucha

The following are three sample lesson plans which Aleksandra Zaparucha presented at The 53rd International Conference, Liverpool, 2-5 April 2019

#### Sample lesson One: Clothes Project co-written with James Hindson

##### Task One

**What goes into a pair of jeans?** Ask students to read the texts and choose the headings from the words below.

*animals, dyes and chemicals, energy, fertilisers, metal, oil, soil, transport, water*

**A.** .....

This is the main ingredient for all synthetic fibres, such as nylon and polyester, as well as for the plastic used for things like buttons. And we are running out of it.

**B.** .....

If your clothes are from natural fibres then they are made from something that grows on it. This is often done over-extensively.

**C.** .....

Lots of clothes have some animal products in them, such as badges and belts. Processing animal skins for leather is very polluting.

**D.** .....

If your clothes are made of natural fibres then a lot of them are used. In some countries they damage the soil and water because farmers do not use them properly.

**E.** .....

If you have clothes made from natural fibres (cotton, linen) then a lot of it is used to grow the plants. All clothes are dyed – and this process uses a lot of it as well.

**F.** .....

Lots of them are used in manufacturing of most clothing – mostly in the dying process.

**G.** .....

The ingredients for clothes often come from around 10 different countries. Jeans are rarely made in one place.

**H.** .....

Some clothes have a little bit of it in them - for some of the buttons or fastening studs or zips. Mining and processing creates a lot of waste.

**I.** .....

It is used at nearly every stage of making anything – clothes included, and in the shops selling your clothes. Lots of carbon dioxide is produced.

## Task Two

**Fashion Project.** Ask students to complete this fashion questionnaire.

<b>Individual Fashion Questionnaire</b>	
Name: (optional)	Age: <span style="margin-left: 100px;">Sex: M/F</span>
1.	When was the last time you bought an item of clothing to wear? 1 – 2 – 3 – 4 week/s ago, 2 – 3 – 4 – 5 – 6 – months ago
2.	How many T-shirts/shirts/tops do you own? (if you don't know then guess) 1-5      6-10      11-15      16-20      20+
3.	How many of the T-shirts/shirts/tops do you wear regularly? 1-5      6-10      11-15      16-20      20+
4.	How long do you keep a T-shirt/shirt/top before you stop wearing it? 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 – 11 – 12 – 18 – 24 months
5.	What do you do with your T-shirts when you have finished with them? a. throw away, b. give away, c. give to charity, d. sell, e. use the fabric for cleaning, f. other (what?)
6.	Be honest – do you think you have too many T-shirts/shirts/tops? Yes, for sure!      Rather yes...      Don't know      Rather not... Not at all!
7.	Could you live with fewer T-shirts/shirts/tops without it being a problem ? Yes, for sure!      Rather yes...      Don't know      Rather not... Not at all!
8.	How many fewer T-shirts/shirts/tops could you live without? half as many      a quarter less      10% less      I need them all!
9.	How much do you pay for a T-shirt/shirt/top? (adapt to your currency) 5-10      11-15      16-20      21-25      26-30      31-35      36-40      41-45      46-50
10.	Would you pay TWICE as much and have HALF the number of T-shirts/shirts/tops?

	Yes, for sure! Not at all!	Rather yes...	Don't know	Rather not...
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At the end of the lesson, ask students to cut the questionnaires into strips so as each had one question only. Divide the class into 10 groups of 2-3 students. Each group needs to analyse their data and present it in a graphic form (e.g. a pie graph, bar graph or square graph). They also need to calculate percentages and averages if possible. This can be done during the next lesson or may be given as homework.

### Follow up tasks

- **Fashion Data Presentation.** Groups of students present their findings to the class. They need to include the main messages behind their results.
- **Fashion Data Discussion.** Students use the questionnaire information to talk about the impact on the planet of the number of clothes they have. They might like to talk about why they have so many clothes and compare, for example, the number of T shirts and tops they have with the number owned by young people in other countries.
- **Second life of clothes.** Engage students in the discussion about what to do with their T-shirts, tops and jeans when they have finished with them. Is recycling them or giving them to charities a good idea? Also, you can explore the following ideas regarding buying/using clothes: buying organic/fair trade clothes, making own clothes, buying second hand clothes, wearing clothes for longer and mending them, buying new clothes made from old clothes, buying clothes from chains stores that have good sustainability policy.

**Fair trade clothes** – clothes produced with sustainability and human rights in mind.

Other clothes themes to explore:

- **What is slow fashion?**
- **Who produces my clothes?**

## Sample lesson Two: Food

### Task One

**Students write definitions of 'food mile'.**

Give the students the following list of words: *consumer, food item, fuel, measurement, mile, producer, transport*

Use it as the basis for students' definition. Ask them to work in pairs or groups of 3-4 and use all the words to express what they think *a food mile* is. They can use each word more than once if they want and they can change the form of the words.

You can extend this list or limit it, depending on your students' linguistic abilities. They do not need to write the exact definition as in the dictionary, but it needs to make sense and be linguistically correct.

Let them compare their definitions with one another and with one of the on-line definitions.

**Example.** *A mile over which a food item is transported during the journey from producer to consumer, as a unit of measurement of the fuel used to transport it.*

## Task Two

### Introduction to the food mile project

Show the class a few pictures like those below. The photo was taken in 2010 in a supermarket in Doha, Qatar. It shows the origin of fruit on sale.



**Figure 1** (left) The origin of fruit in a supermarket in Doha (Photo by Aleksandra Zaparucha)

**Figure 2** (right) The map showing where Qatar imports its food products from (Aleksandra Zaparucha; design by Marta Zaparucha)

The map shows the location of Qatar (red dot) and the origin of fruit and vegetables, as well as dairy and meat products found in the supermarket on that day (black dots).

### Food mile project

Ask your students to prepare a similar project, either based on what they have at home or what they find in a local supermarket. You could ask them to prepare a written report, a poster, a presentation or use yet another form of presenting their findings. In this process, the students can use one of the online food miles calculators.

### Follow up tasks

- **Food Mile Debate.** Engage students in the discussion of the following topic: *Should everyone buy local food only? Why/Why not?*
- **Food Mile Presentation.** Organise a presentation of the students' work to a wider school community.

### Other themes on food to be explored:

- **Food wasting:** *How much food is wasted and can anything be done about it?*
- **Slow food:** *What is slow food and why is it becoming popular?*
- **Diets:** *Should everyone become vegetarian or vegan?*

## A Sample lesson on Waste

### Task One

**Working out the meaning.** Ask students to decide which of the following 4 phrases that describe common practice regarding waste, are solutions:

**(i)** *Out of sight, out of mind.* **(ii)** *Waste not, want not.* **(iii)** *Toxic colonialism.* **(iv)** *From cradle to cradle economy.*

### Task Two

**The state of the waste issue.** Ask the students to match each sentence beginning

(1-4) with the correct ending (a-d). Then let them discuss their content.

1. If urgent action is not taken, ...
2. Global annual waste is expected to increase ...
3. In 2016, the world generated ...
4. The life cycle for plastic bottles, that is ...

- a. 242 million tonnes of plastic waste, which is 12 percent of all solid waste.
- b. by 2050 global waste will increase by 70 percent.
- c. from production to decomposition, can be up to 450 years.
- d. from 2.01 to 3.4 billion tonnes over the next 30 years.

**Task Two answer key [1b, 2d, 3a, 4c]**

**Task Three.** The information in the three boxes is based on Baxter and Hua (2017).

**Cause and effect of waste policy.**

Ask the students to study the material in the three boxes below in groups. How are they connected?

*China bans foreign trash import as of 1 January 2018.*

In the years 2012-2016, 65% of the plastic waste exported from the UK was shipped to China.

Guiyu in Guangdong Province in China is a major place where electronic waste is processed. The 2013 study revealed that nearly 80% of children in this town show excess lead levels in their blood.

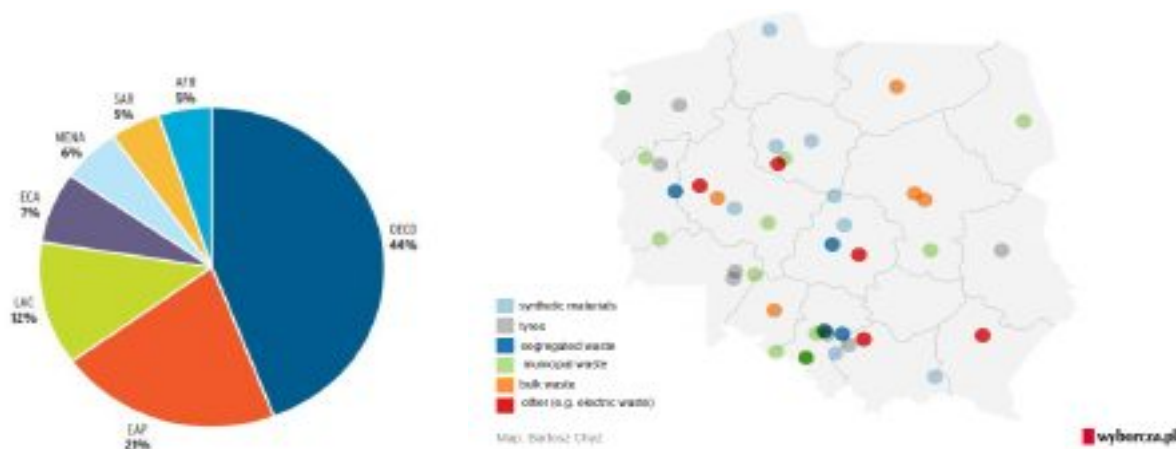
**Task Three Explanation:** Due to environmental and health hazards, China banned some waste products from being imported, which left many Western economies (OECD) in trouble. Up to 70 landfills in Poland (Chyż 2018) were illegally set on fire to make space for more waste to be dumped in the country. The process of shipping waste from more developed countries to less developed ones is called 'toxic colonialism'. The Chinese ban forces Western economies to change their policy of 'out of sight, out of mind' towards more sustainable developments, like developing 'cradle to cradle' economy and educating population towards limiting consumption and 'waste not, want not' approach (Baxter & Hua 2017).

**Figure 1. Solid waste generation by region**

Hoorweg and Bhada-Tata (2012 )

**Figure 2. Landfill fires in Poland in 2018**

as of 10 June Chyż (2018)



**Key to regions:** AFR - Africa, EAP - East Asia and Pacific, ECA - Eastern and Central Asia, LAC - Latin America and the Caribbean, MENA - Middle East and North Africa, OECD - Organisation for Economic Development and Cooperation, SAR - South Asia;

### Follow up

- Exploring *The story of stuff* Project
- Discussing the need for change from 3R (Reduce, Reuse, Recycle) to 6R (Rethink, Refuse, Repair, Reduce, Reuse, Recycle) approach

### Other themes to consider:

- Fantastic Plastic or is it? Exploring *Plastic Pollution Coalition* website
- Engaging in TrashedWorld - a global schools exchange programme on waste
- *The Lazy Person's Guide to Saving the World* at <https://www.un.org/sustainabledevelopment/takeaction/>

### References and sources for sample lesson three

Baxter, T. and Hua, L. (2017) 24 reasons why China's ban on foreign trash is a wake-up call for global waste exporters, *South China Morning Post*, 31 December 2017

Chyż, B. (2018) Gdzie wybuchają pożary na składowiskach odpadów? Jakie śmieci płoną? BIQdata by *Gazeta Wyborcza*, 29 May 2018

Hoorweg, D. and Bhada-Tata, P. (2012) What a Waste: A Global Review of Solid Waste Management. Urban development series, knowledge papers no. 15. World Bank, Washington, DC. © World Bank.  
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