

## **Title: The importance of forests**



**Creators:** Gina GRUMAJEL

**Student age:** 12-13 years

**English Language Level** (According to the Common European Framework reference for languages): A2

**Duration** (in teaching hours): 3 hours

**1st teaching period: 50'**

**1st Teaching period:** discussion about ecosystems

**Time:** 15'

**Type of activity:** warming up - engagement

**Class organisation:** Whole group

**Actions/Tasks:** Speaking Board.

The teacher presents the topic and asks questions to pupils to understand their foreknowledge.

- What kind of ecosystem is the forest?
- What does the forest biotope consist of?
- What about biocoenosis?
- Is the forest important for life on earth?
- Can you give some examples?

**2nd Activity:** the importance of forests

**Time:** 35'

**Type of activity:** video projection, debate, brainstorming

**Class organisation:** whole class, individual work

**Actions/Tasks :** The teacher presents the students a video about the forest of Europe and their importance. After acquiring the new information, students will solve exercises on the same topic.

<https://youtu.be/532M4MPjdpE>

**2nd Teaching period: 50'**

**1st Activity:** biodiversity

Time: 20'

Type of activity: discovery learning, video projection, brainstorming

Class organisation: whole class, individual work

**Actions/Tasks:** The teacher offers students a video about biodiversity in Europe's forests, its importance and the danger of species extinction. Student are asked to write a message of support for a forest hero (plant or animal) with whom they empathize. Then share it with colleagues.

<https://youtu.be/wSGqpNTXjHs>

**2nd Activity:** forests help us fight climate change

**Time:** 15'

**Type of activity:** video projection, brainstorming

**Class organisation:** whole class, individual work

**Actions/Tasks:** The teacher gives the students a video about the ability of forests to retain carbon. Through this process forests restore the atmospheric balance of

greenhouse gases, preventing climate change. After acquiring new information, students will solve exercises on the same topic.

<https://youtu.be/3hxE7Af98AI>

**3rd Activity:** forests prevent landslides

**Time:** 15'

**Type of activity:** video projection, brainstorming

**Class organisation:** whole class, individual work

**Actions/Tasks:** The teacher presents to the students images with landslides. One of the causes of landslides is the uncontrolled deforestation of forests. Students are asked to explain how trees prevent landslides and then they have to search the internet for the latest news on landslide in Europe. How can this be commented on? What are the consequences?

### **3rd Teaching period: 50'**

**1st Activity:** green cities in Europe

**Time:** 20'

**Type of activity:** video projection, brainstorming

**Class organisation:** whole class, individual work

**Actions/Tasks:** The teacher presents to the students a video support with the first 10 green cities in the world. Based on this video, students must make a list of green cities in Europe, specifying a feature that places them here.

<https://youtu.be/Djy6IBVXtJ4>

**2nd Activity:** your green city

**Time:** 30'

**Type of activity:** video projection, educational project

**Class organisation:** whole class, pairs work

**Actions/Tasks:** The teacher presents a video with a project to improve living conditions in urban areas. Student form pairs to work on a project in which to propose solutions for the development of the locality where they live according to the principles of a green city. They will share and appreciate the projects in a padlet.

<https://youtu.be/-MFnHT-x1Ak>