

IV.26

Exploring life and culture

Current topics in short: Talking about the Fridays for Future movement (Klassen 9/10)

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An der *Fridays for Future*-Bewegung kommt man als Lehrkraft nicht mehr vorbei. Greta Thunberg, der Klimawandel und der eigene ökologische Fußabdruck werden kontrovers diskutiert – nicht nur freitags. Mit diesen flexibel einsetzbaren Materialien greifen Sie das besondere gesellschaftspolitische Interesse Ihrer Schülerinnen und Schüler auf und bieten ihnen eine tiefgehende Auseinandersetzung mit einem aktuellen Thema von zentraler Bedeutung für unsere Zukunft. – Mit differenzierenden Materialien für den Einsatz in heterogenen Lerngruppen!

KOMPETENZPROFIL

Klassenstufe:	9/10
Dauer:	2–7 Unterrichtsstunden
Kompetenzen:	1. Lese-/Hörverstehenskompetenz: Informationen aus authentischem Material (Text, Bild, Video) entnehmen; 2. Sprech-/Argumentationskompetenz: mithilfe selbst erarbeiteten Hintergrundwissens begründet und dezidiert Stellung nehmen; 3. Reflexions-/Sozialkompetenz: die eigene Rolle in der Gesellschaft hinterfragen und Handlungsalternativen entwickeln
Thematische Bereiche:	Greta Thunberg, Fridays for Future, Social Activism, Klimawandel
Material:	Bildimpulse, Kurzvideo, Texte

Auf einen Blick

1./2. Stunde

Thema: The Fridays for Future movement and its initiator: Greta Thunberg



M 1 **Approaching the movement** / Bildimpulse beschreiben und Vorwissen aktivieren (mit Sprachhilfen für Leistungsschwächere)



M 2 **Facing a "Climate Crisis" – Greta Thunberg and the background of the FFF movement** / einem Kurzvideo Informationen zu Greta Thunberg und der von ihr initiierten Protestbewegung entnehmen (auf 2 Niveaus)

Benötigt:

- Folienkopie bzw. digitale Fassung von M 1
- Beamer/Whiteboard bzw. OH-Projektor und Abspielgerät(e) für das Kurzvideo

3./4. Stunde

Thema: How does the FFF movement see itself?



M 3 **The FFF movement – how the movement sees itself** / das Selbstbild der Bewegung erarbeiten und kritisch kommentieren (mit *support* und Extraaufgabe)

5./6. Stunde

Thema: What do we need to know about climate change?



M 4 **Climate Science – A crash course for students** / Texten Informationen zum Klimawandel entnehmen und im Gruppenpuzzle austauschen (auf 2 Niveaus)



ZM 1 **Crash course with annotations** / Fassung von M 4 mit Vokabelhilfen

M 5 **Test yourself: Are you an expert on climate change?** / kurzer *Multiple-choice* Test zu den Inhalten des Gruppenpuzzles

Homework:

Record your own podcast and explain climate change in 60 seconds.

7. Stunde




Thema: A debate

M 6 **Debate: "Should students be punished for missing school on Fridays?"** / ein *opening statement* vorbereiten und über die Reaktionen auf die Freitagsdemonstrationen diskutieren (mit Unterstützungsangebot)

Differenzierungssymbole

 = Differenzierende Materialien vorhanden

 = Material für leistungsschwächere Lernende

 **TIP** = Hilfestellung für Leistungsschwächere

 = Material für leistungsstärkere Lernende

 **EXTRA** = Extra-Aufgabe für Leistungsstärkere

M 2 ○

Facing a “Climate Crisis” – Greta Thunberg and the background of the FFF movement

Tasks

1. What do you already know about Greta Thunberg? Make notes.



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2. Watch the video portrait *Great Big Story of Greta Thunberg* and answer the following questions:



Link to the video: <https://www.greatbigstory.com/stories/the-brave-young-activist>

- a) What did Greta think when she first heard about climate change? Tick the correct answer(s).
- She thought it was not true.
 - She thought it was a very interesting topic.
- b) What do people normally think about climate change? Tick the correct answer(s).
- People are sad about climate change.
 - People don't understand that climate change is real and it's happening now.
 - People see climate change as **an abstract threat of the future**¹.
 - People see climate change happening today.
- c) What happened in August 2018/December 2018/January 2019? Connect the boxes.

August 2018	Greta was invited to the World Economic Forum in Davos, she held a speech (“Our house is on fire”) and the speech went viral ² .
December 2018	Greta was invited to a Climate Change Conference in Poland, she held a speech.
January 2019	Greta decided to sit down in front of the Swedish parliament and started to school strike.

3. What happened when Greta turned 11 years? Why did that happen?

Greta became depressed, she stopped eating, she stopped _____

This happened because of _____

¹ **an abstract threat of the future:** eine abstrakte Bedrohung in der Zukunft; nichts, mit dem man sich heute beschäftigen muss

² **(to) go viral:** sich schnell (wie ein Virus) verbreiten, die Verbreitung findet über soziale Medien statt

Climate Science – A crash course for students

○ M 4

Tasks

1. Summarise important information on your assigned topic (I–IV). Be prepared to present your summary.
2. Get together in expert groups to share and compare your findings.
3. Get together in puzzle groups and share your results.



Homework: Many grown-ups struggle to understand climate change. What about you? Can you define climate change in 60 seconds? Produce a podcast defining climate change (based on **all four** topics). Use your smartphone.

I – Climate change – What is the problem?

The world is getting warmer. This is called climate change. We can see this clearly: the normal temperature on the planet is 1°C warmer than 150 years ago. Almost all of the warmest years ever have happened in the 21st century (Do you remember the heat wave of last summer?). 1°C does not sound like a lot, but it is dangerous for our planet. It is normal that the climate sometimes changes a little, but temperatures should not get warmer every year. The temperature does not change in the same way around the world. It is getting warmer over land than over oceans and in **the Arctic**¹ the temperature is rising fast.

II – Why is climate change happening?

Climate change is happening mainly because of these reasons:

1. Our industry and our farming (growing food and raising animals) release gases (like CO₂) into our air, and these gases trap some of the energy of the sun, so it gets warmer. This is called the **greenhouse effect**²: The sun shines and it gets warmer on the planet but it cannot cool down anymore because of the gas. The gases that make this effect happen are called **greenhouse gases**³.
2. When we burn wood, **coal**⁴ or oil, for example when we drive a car, or when a factory runs, more greenhouse gases get into our air (today, 45% more than 150 years ago). Leaves can **absorb**⁵ these gases, but we have not enough trees anymore.
3. Because we have more and more greenhouse gases in the air and not so many trees anymore, the climate changes.

III – What are the effects of climate change?

Climate change makes the whole planet warmer, which means that the oceans are getting warmer, too. This warming can still be found 2 km deep in the oceans. When the oceans get warmer, their **chemical composition**⁶ changes. This is dangerous because marine plants and animals that normally also help to clean the air cannot live in warmer water.

The warming of land and sea **melts** the **polar ice**⁷, so that the average **sea level rises**⁸. This is dangerous for small islands and low countries by the sea, because they could be **flooded**⁹. Thousands of people are in danger of losing their homes. More and more **extreme weather events**¹⁰, such as heavy rainfall, hurricanes, heat waves or **droughts**¹¹, can be seen around the world.

IV – What does that mean for the planet's future?

Because of the warming of the oceans, the animals and plants are in danger. A lot of them could die if it gets warmer all the time. Because of more and more extreme weather, our food production is at risk, because it will get more difficult to grow potatoes, rice or other food (too dry, too warm, too much rain, ...). The temperature change will also **threaten**¹² plants and animals on land. Some of them might die out.