

I.B.30

Communicative skills – Speaking

The real story behind coronavirus and our environment – Ein *Mystery* über den Einfluss von Corona auf die Umwelt (ab Klasse 8)

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Suddenly the water is clear and the air is clean... – Das Coronavirus hat das Thema „Klimawandel und Umweltverschmutzung“ in den Schatten gestellt. Während der Corona-Krise wurde allerdings deutlich, dass der Virus Auswirkungen auf unsere Umwelt hat. Die Schülerinnen und Schüler setzten sich mit verschiedenen Informationen auseinander, die Zusammenhänge zwischen beiden globalen Herausforderungen entweder direkt zeigen oder indirekt andeuten. Sie bearbeiten ein *Mystery*, das unterschiedliche Ansatzpunkte und Lösungswege bezüglich der Auswirkungen des Coronavirus auf den Klimawandel und die globale Umweltverschmutzung bietet.

KOMPETENZPROFIL

Klassenstufe:	ab Klasse 8
Dauer:	6 Unterrichtsstunden
Kompetenzen:	1. Sprechen: über Sachverhalte aus dem Bereich Umwelt/Klima sprechen, Ergebnisse präsentieren; 2. Lesestrategie: kurze Informationen verstehen und Zusammenhänge erkennen; 3. Statistiken: Diagramme beschreiben und auswerten; 4. Sozialkompetenz: in Gruppen ein Problem lösen
Thematische Bereiche:	Klimawandel, Umweltverschmutzung, Corona, Fridays for Future



netzwerk
lernen

zur Vollversion

Auf einen Blick

1. Stunde

Thema: There is no planet B – climate and environment as global challenges

M 1 „**There is no planet B**“ – **climate and environment** / durch einen Bildimpuls in das Thema einsteigen; in einem Gruppenpuzzle Graphen beschreiben und interpretieren und Schlüsse hinsichtlich Ursachen und Konsequenzen ziehen

TIP

M 2 **Climate change – causes and consequences** / sich Notizen machen

TIP

M 3 **Making a flow chart – template** / Vorlage eines Flussdiagramms zur Unterstützung von leistungsschwächeren Lernenden

TIP

Homework: Do task 3 on worksheet M 1.

Benötigt: OH-Projektor, Dokumentenkamera bzw. Beamer/Whiteboard
 Folienkopie, Ausdruck bzw. digitale Fassung von M 1

2.–4. Stunde

Thema: Why is there a decline in global CO₂ emissions, although online purchases have doubled in spring 2020? – A mystery

M 4 **It's a mystery – coronavirus and our environment** / ein *Mystery* zum Einfluss der Corona-Pandemie auf die Umwelt bearbeiten und die Frage beantworten



M 5 **Support cards** / helfende *Mystery*-Kärtchen für Leistungsschwächere



TIP

M 6 **Additional cards** / ergänzende Informationen für Leistungsstärkere



EXTRA

Homework: Look for articles in your local newspaper that deal with the topic climate / environment. Choose one and mediate it into English.

Benötigt: vorbereitete *Mystery*-Kärtchen, ggf. laminiert, Plakate, Stifte, Klebestift, Scheren
 ggf. digitale Version des *Mystery* in *Padlet*



5./6. Stunde

Thema: Mystery solved – an evaluation

M 7 **Mystery solved – coronavirus and our environment** / die Veränderungen der Corona-Pandemie auf die Umwelt bewerten und eigenes Verhalten reflektieren

M 8 **Good or bad changes?** / Notizen zu Veränderungen und Bewertung machen



Homework: Write a post for your favourite social media platform with the intention of informing people about the consequences of coronavirus on the environment.

Benötigt: OH-Projektor, Dokumentenkamera bzw. Beamer/Whiteboard
 Folie, Ausdruck oder digitale Fassung von M 8

M 1

“There is no planet B” – climate and environment

Find out about the environmental and climatic challenges our world has to face.



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Tasks

1. Take a look at the picture above.
 - a) Describe it. What can you see?
 - b) Analyse it. What do you associate with the picture?
 - c) Give your opinion. What do you think about the topic?
2. Get together in groups of six students. Two students look at graph no 1, two students at graph no 2 and two students at graph no 3.
 - a) Describe the graph. Explain the information that it conveys and think of causes and consequences. Fill in the most important information in the worksheet (M 2). If you need help, you can use the word bank and the info box.
 - b) Get back into your group and present what your graph is about. Add the information about the other graphs on your worksheet.
 - c) Talk about what you have heard in the other groups. For graph 1 and 2, draw links between the causes of the developments and combine them in a flow chart. If you need help, you can use the template in M 3. For graph 3, think of possible solutions.
 - d) Get together with another group and present your results.
3. **Homework:** Pretend to be the voice of the whether app “Nimbus” which forecasts whether in the year 2070. What would the weather forecast be like for your hometown in August, and which warnings would you give to your users. Record the forecast with your smartphone.

TIP

TIP

TIP

Word bank

average: der Durchschnitt – **bar chart:** das Säulendiagramm – **contaminated:** verschmutzt, verseucht – **(to) decrease:** sinken/abnehmen – **drought:** die Dürre – **emission:** die Emission, das Abgas – **greenhouse effect:** der Treibhauseffekt – **habitat:** der Lebensraum – **(to) increase:** ansteigen – **line graph:** das Liniendiagramm – **maximum/minimum:** das Maximum/Minimum, der Höchst-/Tiefstwert – **peak:** der Gipfel, Höhepunkt – **rare plants/ animals:** seltene Pflanzen/Tiere – **variation:** die Abweichung – **(to) vary:** schwanken

M 2



Climate change – causes and consequences

Climate change has different causes and consequences.

Topic of the graph	Type of graph and peak data	Causes	Consequences

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TIP
Infobox: How to read a graph

Follow these steps when reading a graph:

- Say what type of graph it is. Then describe what the graph represents.
- Refer to the numbers/information/time span given in the graph and to the date it was published (this could help you to find out about missing recent information).
- Point out the maximum and minimum shown in the graph.
- Think of causes for the development(s) shown in the graph and explain how these aspects influenced these developments.



Venice's canal water looks clearer as coronavirus keeps visitors away

Source: Guy, Jack and Di Donato, Valentina. CNN. 03/16/2020. Found at <https://edition.cnn.com/travel/article/venice-canals-clear-water-scli-intl/index.html> [last access: 08/11/2020]

3

People had to work from home. Students could not go to school.

4



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5

The kids and Mrs Hill had to stay home during the coronavirus lockdown.

6

The Hill family consists of the parents and three children who are attending different schools.

7

Many people have died.

9



Mr Hill ran out of certain goods and, as restaurants were closed, people bought many ready-made, fast food meals in cans or plastic containers.

21

Disinfectants and soap in hospitals and public places were not refilled, so new plastic containers had to be bought every time.

22

We won't have a society if we destroy the environment.

Margaret Mead

23

Since the government has been thinking about financially supporting car sales after the lockdown, Mrs Hill is planning to put solar panels on the roof of their garage to provide energy for an electric car.

24

The family listened to the news every day and was astonished to hear that the smog in India had dissolved, which allowed residents to actually see the Himalaya from their houses again.

25



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