|  |  |  |  |
| --- | --- | --- | --- |
| Listening  Speaking X Reading  Grammar  Writing | | | |
| **Topic: Sustainable Development** | | | |
| Instructor:  Choi | **Students Competency Level: Intermediate** | **Number of Students:12** | **Lesson Length:**  **50** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  White Board & Markers  ‘What Is Sustainability’ Reading Text  Pictures - Sustainable Development Goals 2015-2030 adopted - Sustainable Development Goals  ‘What Is Sustainability’ Reading Text Work Sheet  Do One Thing Worksheet | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**-  - Ss will be able to learn the vacabulary related to Sustainable Development by reading text and worksheet with discussion in groups.  - Ss will be able to get the gist of the Sustainable Development by text by scanning.  - Ss will be able to present their ideas about ‘Do one thing’ Work Sheet by group discussion. | | | |
| Language Skills: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * Reading : (Where did reading occur in the lesson?)   Reading a text related to Sustainable Development and worksheet and ‘Do one thing Work Sheet’   * Listening: **(Where did listening occur in the lesson?)**   Listening to what T says(T talk, instructions, feedback) Listening to what listening to what partner says in a group work   * Speaking: **(Where did speaking occur in the lesson?)**   Speaking to a partner, to group members, speaking to the class about partners  And group discussions, answering to T’s instructions and questions.   * Writing : (Where did writing occur in the lesson?)   Taking notes on the worksheet during a group work | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   Repeating after T(vocabulary), Classroom participation and discussion   * Grammar not emphasized.      * Discourse: **(communication)**   Talking to a partner and discussing in groups   * Function: **(situation)**   Talking about what is sustainability  Understand what is sustainable development   * Lexis: **(meaning)**   Learning vocabulary related to sustainability.   * General discussion (**unification)**   Talking with a partner and discussing in groups. | | | |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**  All Ss have opinion about the topic and what is the meaning of sustainability development  All Ss will enjoy discussion and sharing their opinions and ideas.  All Ss enjoy completing their work sheet | | | |
| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**   * **There might be Ss who have no idea about sustainability development**   **: Let them read the text prepared by scanning.**   * Some Ss might not be active in group discussion.   : Encourage these Ss to participate.   * There might not be enough time for covering all the things to talk about sheet   : Assign different tasks for each group (EX- Q1 for group 3, Q2 for group 1) | | | |
| References: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**  Pictures - Sustainable Development Goals 2015-2030 adopted - Sustainable Development Goals | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1  5  2  6  2 | W  W  T->Ss  Ss- w  T-Ss | Ss greet T  Ss listen. Become interested.  Ss answer and get involved.  Ss guess the picture and answer the teacher.  Ss listen & get ready. | Greets Ss.  T tells about what the pictures means.  Ask Ss if they have seen the picture or not  T make students guess what the picture means and then tell about the picture  T introduce today’s topic |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**  White Board & Markers  ‘What Is Sustainability’ Reading Text  ‘What Is Sustainability’ Reading Text Work Sheet  Do One Thing Worksheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 3  7 | W  W | Ss receive the reading text and listens what T say  Ss read | * Hand out the reading text prepared   Briefly explain what the sustainable development means     * Let Ss read the text. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)**  White board & Markers  Do one thing Work Sheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 2  5  5 | W  W  T -> Ss | Ss receive the worksheet  Ss do their worksheet  T points Student and student answer. | Distribute the work sheet prepared to Ss  Let Ss work And Ss take notes about them.T monitors Ss doing well  Let Ss attention and ask about the worksheet.  Share the right answer. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**  White Board & Markers  Do One Thing Work Sheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 2  5  5  2 | T -> Ss  P  W  T->Ss | Ss listen and get ready for the worksheet  Ss do the worksheet by asking and answering  T ask groups about their ideas  Ss Listen and enjoy and have time to know each other’s opinion. | * T gives Ss Do One Thing worksheet   Give the explaination about the worksheet and how to do it.   * Ss do the worksheet by asking and answering as a pair work.   Let students say about the idea of partner in turns.   * Wrap up the class by reviewing what we talked about |

What is sustainability?



Planting trees

We hear the words 'sustainable' and 'sustainability' almost every day. But what does it mean exactly? Is it about people and culture, our environment, or jobs and money? Is it about cities or the country? Is it about you and me or is it something for other people to worry about?

Sustainability is about all of these things and more.

Sustainability could be defined as an ability or capacity of something to be maintained or to sustain itself. It’s about taking what we need to live now, without jeopardising the potential for people in the future to meet their needs.

If an activity is said to be sustainable, it should be able to continue forever.

Some people say it is easy to recognise activities that are unsustainable because we know it when we see it. Think of extinction of some species of animals, often due to the activities of humans. Or salinity (salt) in our rivers due to changed land management practices. And at home, the amount of packaging you put in the bin that has to go into landfill.

Living sustainably is about living within the means of our natural systems (environment) and ensuring that our lifestyle doesn’t harm other people (society and culture). It’s a big idea to get your head around, for all of us. It’s really about thinking about where your food, clothes, energy and other products come from and deciding whether you should buy and consume these things. For example, you can buy timber imported from other countries to use in your home, but do you know enough about the rules in place in those countries to prevent animals from being harmed during the timber harvesting process, or if the local indigenous people support the harvesting, or how much they get paid?

Increasingly our lifestyle is placing more and more pressure on natural systems. Scientists continue to investigate how human interactions with natural systems can be improved and sustained.

A good example of a sustainable practice is timber harvesting from native NSW state forests.

Native forests have many uses and values. They provide us with timber, clean water and air and we value the biodiversity they contain, their beauty and links to Aboriginal culture. Timber is harvested from the same native forests over and over again in NSW. These forests continue to provide us with timber. How? No more timber is cut than the forest can regrow.

Also, many other factors are considered before any trees are cut down, including soil type, plants and animals and cultural heritage sites. Timber harvesting in native forests is carried out so that erosion is minimised, threatened species habitat and cultural heritage sites are protected, and trees remain to provide seed so the forest can regrow naturally after harvesting.

In fact timber harvested from NSW state forests has been independently certified as a sustainable product. To find out more see: <http://www.dpi.nsw.gov.au/forests/management>

# <pictures>

# Sustainable Development

# Goals 2015-2030 adopted



# <pictures>

- Sustainable development goals

****

After Reading Work Sheet

**1.What does ‘sustainability’, ‘sustainable’ mean?**

**2.What is living sustainably meaning?**

**3.Vocabulary review**

Read and match each word with the correct meaning

1.jeopardise a.when a particular type of animal or plant stops existing

2.sustainable b.the practice of burying waste under the ground, or the waste buried in this way

3.extinction c.people or things have always been in the place where they are, rather than being brought there from womewhere else

4.landfill d.a variety of plants and animals in a particular place

5.indigenous e. to risk losing or spoiling something important

6.biodiversity f.wood used for building or making things

7.timber g.relating to the people or animals that have existed in a place or country from the earliest times

8.aboriginal h.the process by which rock or soil is gradually destroyed by wind, rain, or the sea

9.erosion i. able to continue without causing damage to the

environment

10.habitat j.the natural home of a plant or animal

t

**<Do One Thing Worksheet>**

The 'Do One Thing' campaign was a part of the University's Orientation festival for 2014. The campaign rose from the theory that the adoption of a single sustainable behaviour often leads to the acceptance of other positive behaviours. Students were asked to select one area within our major themes (transport, food, water, energy use and waste) to focus on during the year.

[](http://sustainability.umw.edu/dot/files/2011/05/dot_logo.jpg)

# **Our Goal – 2500 dots**About “Do One Thing”

**What is the d.o.t. campaign?**

# Environmental Sustainability

[](http://sustainability.umw.edu/dot/files/2011/06/UMW_environment_dot.jpg)This means that we manage our physical environment in a way that supports `living within ecological limits, protects natural resources, and meets the needs of current communities without compromising the ability of future generations to meet their needs.

**Examples of ways you can d.o.t.**

**Easy:** Turn the lights off when you leave the room.

**Moderate:** Commit to riding a bike or walking instead of driving two times per week.

**Advanced:** Plant an organic vegetable and/or herb garden annually

**<Do One Thing Worksheet>**

# Cultural Sustainability

[](http://sustainability.umw.edu/dot/files/2011/06/UMW_culture_dot.jpg)The idea that current practices are firmly rooted in tradition and appropriately honor our values, customs, spaces, and ways of life.

**Examples of ways you can d.o.t.**

**Easy:** Attend an event at the Fredericksburg Area Museum and Cultural Center.

**Moderate:** Commit to attend one event during each of the 11 cultural celebrations sponsored by the James

Farmer Multicultural Center.

**Advanced:** Engage in a conversation with someone holding a different viewpoint than your own.

# Social Sustainability

[](http://sustainability.umw.edu/dot/files/2011/06/UMW_social_dot.jpg)The idea that communities strive to promote social interaction and foster community investment while respecting social diversity.

**Examples of ways you can d.o.t.**

**Easy:** Reconnect with a friend or family member by calling them once a week.

**Moderate:** Participate in the Martin Luther King Jr. Community Service Challenge.

**Advanced:** Volunteer one hour per week with a branch of COAR at UMW.