***FOR THE TEACHER***

**Eat and throw away - Lessons learnt from the pandemic[[1]](#footnote-1)**

**Mediation activity scales for ‘Mediating a text’ (CEFR-CV pp. 90-108)**

**The *instructions* for students appear in the foreign language(s) to be learnt**

**Mediation strategies scales (CEFR-CV pp. 117-122)**

**Type of task:** project (dealing with a variety of genres & project work)

**Proficiency level**: B1

**Educational level**: Secondary education - ISCED 2/3[[2]](#footnote-2)

**Short description and aim of the activity**:

During the time of the COVID-19 pandemic, according to statistics most people had to change their life drastically. Many gained weight. At the same time, the use of plastic increased, having an environmental impact. This activity provides the same source text on which students will work in different languages, English, French, Spanish, Italian and German, and leaves room for the teacher to decide what language(s) will be used as Language A (language of source texts) or Language B (that of the end product of the students, which will be a leaflet). An additional aim of this activity is to raise students´ awareness of health and environmental issues during the pandemic, and to find some solutions to the problems.

**Background information:**

Find further information on the pandemic from the World Health Organisation: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019?gclid=Cj0KCQjw6ZOIBhDdARIsAMf8YyFP6eU5diALBKCpIItdmLLU5Hij3srr7gv4byu4Y2fOHYxiCg0cJ1waAn66EALw_wcB> (accessed 8 August 2023)

**CEFR CV mediation scale and descriptor**:

PROCESSING TEXT IN SPEECH

* *Can summarise (in Language C - target language English) the main points made in long texts (delivered orally in Language A) on topics in his/her fields of interest, provided that standard language is used and that he/she can listen several times.*

PROCESSING TEXT IN WRITING

* *Can summarise in writing (in Language C - target language English) the main points made in straightforward informational written texts (in Language A) on subjects that are of personal or current interest*.

RELAYING SPECIFIC INFORMATION IN WRITING

* *Can relay in writing (in Language B) specific information points contained in texts delivered (in Language A) on familiar subjects (e.g., calls, announcements and instructions).*
* *Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (in Language A) on familiar subjects.*

NOTE-TAKING

* *Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.*

**CEFR CV mediation strategies involved:**

AMPLIFYING A DENSE TEXT

* *Can make an aspect of an everyday topic clearer and more explicit by conveying the main information in another way.*
* *Can make an aspect of an everyday topic clearer by providing simple examples.*

STREAMLINING A TEXT

* *Can identify and mark (e.g., underline, highlight etc) the essential information in a straightforward, informational text, in order to pass this information on to someone else.*

**Languages involved:**

Language A:

* English
* French
* Spanish
* Italian
* German

Language B: English/any language

**Linguistic objectives. Students will be able to:**

* use vocabulary related to lifestyle, food, sustainability; synonyms
* become familiar with stylistic features of different genres, e.g., contractions, informal writing or speaking etc
* use past tenses to refer to past events
* listen and read for general information and for detail (for feedback)
* present opinion using relevant vocabulary and structures (e.g., I think, In my opinion)
* use various reading strategies (e.g., skimming, scanning, reading for specific information)

**Other competences involved**:

* + **Critical and innovative thinking**
	+ **Inter-personal skills** (e.g., presentation and communication skills, organisational skills, teamwork, etc)
	+ **Intra-personal skills** (e.g., self-discipline, enthusiasm, perseverance, self-motivation, etc)
	+ **Global citizenship** (e.g., tolerance, openness, respect for diversity, intercultural understanding, etc)
	+ **Media and information literacy** such as the ability to locate and access information, as well as to analyse and evaluate media content

**Time/lessons needed for the activity:** minimum of 8 (1-hour) lessons (through one month approximately)

**Resources required:**

* example articles in different languages
* a hard or electronic copy of the Activity Worksheet for each student
* An evaluation rubric for each student or group

**Procedure**:

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Class organisation** | **Ideas for differentiation**  |
| **Step 1** | Activity Worksheet Step 1.Students are provided with a source text with the English title: “A plastic pandemic” * English <https://voxeurop.eu/en/covid-the-plastic-pandemic-pollution/>
* French [Covid-19 : une pandémie de plastique - Voxeurop](https://voxeurop.eu/fr/covid-19-pandemie-plastique-dechets-plastiques/)
* Italian [Il Covid-19 ha generato una pandemia di plastica - VoxEurop](https://voxeurop.eu/it/il-covid-19-ha-generato-una-pandemia-di-plastica/)
* Spanish [Covid-19: la pandemia del plástico - VoxEurop](https://voxeurop.eu/es/covid-19-la-pandemia-del-plastico/)
* German [Coronavirus: Die Plastikpandemie - VoxEurop](https://voxeurop.eu/de/coronavirus-die-plastikpandemie/)
 | individual or group | The students are free to choose to read any text in any language  |
| **Step 2** | **Activity Worksheet Step 2A and B**Teacher separates students into groups.* Students are provided with three additional texts in order to become familiar with example source texts in English (Language B) about health and related environmental issues during the pandemic.
* Each group is asked to read one of the texts to find environment-related words, and to create a table with their meanings in different languages.
* [*Using lots of plastic packaging during the coronavirus crisis? You’re not alone*](https://theconversation.com/using-lots-of-plastic-packaging-during-the-coronavirus-crisis-youre-not-alone-135553)*:*

[https://theconversation.com/using-lots-of-plastic-packaging-during-the-coronavirus-crisis-youre-not-alone -135553](https://theconversation.com/using-lots-of-plastic-packaging-during-the-coronavirus-crisis-youre-not-alone%20-135553)* [*Rise in takeout waste presents new opportunity for reusable containers*](https://www.wastedive.com/news/coronavirus-takeout-reusable-container-dispatch-goods/592849/)

<https://www.wastedive.com/news/coronavirus-takeout-reusable-container-dispatch-goods/592849/>* [*The Plastic Pandemic*](https://www.reuters.com/investigates/special-report/health-coronavirus-plastic-recycling/)*:*

<https://www.reuters.com/investigates/special-report/health-coronavirus-plastic-recycling/> | group work of 4 - 5 maximum | mixed ability groups |
| **Step 3** | Students find relevant or similar information to the source text in other languages they may know (Language B or C). | individual work | homework or individual work in computer classroom |
| **Step 4** | Each group will share the found materials on the topic and summarise them for the other groups in English (Language B). | group work | students choose their own way of summary for the class (e.g., ppts, in oral, poster) |
| **Step 5** | Sharing reactions on the summaries and brainstorming the suggestions for the solutions. Teacher moderates the discussion. | plenary | dictionaries, Google Translate |
| **Step 6** | Students prepare the project presentation in the chosen format in English (Language B). Teacher approves the proposals, supervises the process of preparation. | group work |  |
| **Step7** | Presenting the final projects with feedback from their peers.  | Plenary  |  |

**Extra resources for the teacher:**

How to create a leaflet: <https://www.wikihow.com/Make-a-Leaflet>

The teacher can use this link after Step 1 in order to familiarise students with the leaflet creation principles.

**Further tips and guidance:**

The task can be extended, and the project can be linked to other subjects. There can be different types of outcomes, e.g., letter to mayor, video, leaflets, posters, post on social media, social media campaign. The task can also be extended to the future to compare the pandemic and the post-pandemic time.

**Suggestions and ideas for adapting/differentiating***:*

* Students can create their own vocabulary lists from the texts or phrasal banks.
* The students can reflect on the presentations using a rubric or another format.
* The texts given at Step 1 can be used as examples. The teacher or the students can find additional texts that could be relevant.

***FOR THE STUDENT: ACTIVITY WORKSHEET***

**Eat and throw away - lessons learnt from the pandemic**

*During the time of pandemic, according to statistics most people had to change their life drastically. Many gained weight. At the same time, the use of plastic increased, having an environmental impact.*

***You are asked to create an information leaflet for your local community giving advice on how to be environmentally friendly****.*

*But before that, here is a series of activities on this very recent topic.*

# Step 1. Read the text(s). This is an individual or a group activity.

# “A plastic pandemic”. Choose any language from the ones provided below.

* English <https://voxeurop.eu/en/covid-the-plastic-pandemic-pollution/>
* French [Covid-19 : une pandémie de plastique - Voxeurop](https://voxeurop.eu/fr/covid-19-pandemie-plastique-dechets-plastiques/)
* Italian [Il Covid-19 ha generato una pandemia di plastica - VoxEurop](https://voxeurop.eu/it/il-covid-19-ha-generato-una-pandemia-di-plastica/)
* Spanish [Covid-19: la pandemia del plástico - VoxEurop](https://voxeurop.eu/es/covid-19-la-pandemia-del-plastico/)
* German [Coronavirus: Die Plastikpandemie - VoxEurop](https://voxeurop.eu/de/coronavirus-die-plastikpandemie/)

# Step 2. Work in groups.

# A. Read one of the English texts below to find environment-related words.

# B. Create a table with words related to the environment with their meanings in different languages. The table will include words from all four texts.

# [*Using lots of plastic packaging during the coronavirus crisis? You’re not alone*](https://theconversation.com/using-lots-of-plastic-packaging-during-the-coronavirus-crisis-youre-not-alone-135553)*:*

[https://theconversation.com/using-lots-of-plastic-packaging-during-the-coronavirus-crisis-youre-not-alone -135553](https://theconversation.com/using-lots-of-plastic-packaging-during-the-coronavirus-crisis-youre-not-alone%20-135553) (accessed 8 August 2023)

# [*Rise in takeout waste presents new opportunity for reusable containers*](https://www.wastedive.com/news/coronavirus-takeout-reusable-container-dispatch-goods/592849/)

<https://www.wastedive.com/news/coronavirus-takeout-reusable-container-dispatch-goods/592849/> (accessed 8 August 2023)

* [*The Plastic Pandemic*](https://www.reuters.com/investigates/special-report/health-coronavirus-plastic-recycling/)*:*

<https://www.reuters.com/investigates/special-report/health-coronavirus-plastic-recycling/> (accessed 8 August 2023)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Language* | English  | .................... | .................... | .................... | .................... |
| *Words*  | 1. Plastic waste |  |  |  |  |
| 2.  |  |  |  |  |
| 3.  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Step 3: Searching for relevant information.**
A. Decide what source information from your (assigned) text will be relevant for the leaflet.

**Step 4. Summarising**

a) Select the information you want to share with your class.

Summarise and present this information in class for the other groups. Your presentation will be in the foreign language.

b) Take notes from the summaries of your peers.

**Step 5. Discussion / Brainstorming**

Discuss and exchange ideas on what aspects of these texts will be included in your leaflet.

**Step 6. Project preparation**Work in groups. Prepare the leaflet in the chosen format in English.

**Step 7. Project presentation and evaluation**

Present your project to the class and receive feedback from your peers. Use the evaluation chart below.

**EVALUATION CHART FOR THE OUTPUT**

|  |  |  |  |
| --- | --- | --- | --- |
| Group: \_\_\_\_\_\_\_\_\_\_\_ | **I agree** | **I partially agree**  | **I disagree** |
| 1. Presentation was clear
 |  |  |  |
| 1. Presentation was well-structured
 |  |  |  |
| 1. Arguments are relevant and persuasive
 |  |  |  |
| 1. Language was accurate and varied
 |  |  |  |
| 1. The product is appealing and original
 |  |  |  |
| 1. The information from the text was used in an appropriate way, paraphrased, and personalised.
 |  |  |  |
| Other comments:  |

1. The METLA team deeply thanks: Marie Boccou Kestřánková, Renata Emilsson Peskova, Livia Meskova, Libro Stepanek and Anneli Vallaste who created a first draft of this activity within the framework of the METLA workshop organised on 19-20 May 2021. [↑](#footnote-ref-1)
2. [International Standard Classification of Education (ISCED) - Statistics Explained (europa.eu)](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=International_Standard_Classification_of_Education_(ISCED)) [↑](#footnote-ref-2)