

## PR2.A – TEACHING SOURCES

<b>Title</b>	Family footprint
<b>Duration</b>	2 sessions
<b>Age Group</b>	14 – 16 YO
<b>Dimension of the advised group of students</b>	<i>One group of 20-30 people</i>
<b>Area</b>	<input type="checkbox"/> Area 1: Reading, writing and literature <input type="checkbox"/> Area 2: Math <input checked="" type="checkbox"/> Area 3: Second language learning <input type="checkbox"/> Area 4: Sciences <input type="checkbox"/> Area 5: Soft skills
<b>Specific objectives</b>	<ul style="list-style-type: none"> <li>- <i>To describe the environmental impact of family life</i></li> <li>- <i>To apply critical thinking and collaborative working techniques</i></li> <li>- <i>To seek agreement and compromises in group discussions</i></li> <li>- <i>To use specific vocabulary related to the family footprint</i></li> <li>- <i>To ask sensitive questions about environmentally responsible behaviors</i></li> </ul>
<b>Needed Materials</b>	<ul style="list-style-type: none"> <li>- <i>Worksheets</i></li> </ul> <p>If the training is organized <b>online</b> one communication platform will be necessary.</p>
<b>Software</b>	<ul style="list-style-type: none"> <li>- <i>One online communication platform, such us: Zoom, Google Meet, Webex, etc.</i></li> <li>- <i>In person, no software is needed.</i></li> </ul>
<b>Description</b>	<p><i>The climate emergency begins at home, and self-awareness of the impact of home life on the environment is very important. In this lesson, participants will develop their language and 21st-century skills in critical thinking and reaching agreement and compromise in discussions. They will then implement a questionnaire with some sensitive questions about home life and environmental issues. The materials have been designed to be used in either face-to-face classrooms or remote teaching contexts.</i></p> <p><i>These issues can be sensitive, and people might feel embarrassed or guilty about, for example, how much paper and plastic they waste, when they could reuse and recycle instead. Because of this we may need to be sensitive.</i></p> <p><i>Students at risk of demotivation might find that talking about their personal experiences and family life is appealing to them. Collaboration is necessary for successfully completing activity, so highlighting that they are an integral part of their group, and that the activity cannot be completed without them might also be a helpful motivator.</i></p>

<p><b>Procedure on how to put in practice</b></p>	<p><b>1<sup>st</sup> session</b>  <i>Duration: 45 minutes</i>  <i>No of participants: 20-30</i>  <i>Methods used: group discussion</i>  <i>Competences developed: critical thinking, compromise</i></p> <p><b>Step-by-step description:</b></p> <ol style="list-style-type: none"> <li>1. Ask the group how their family life impacts the environment and brainstorm ideas.</li> <li>2. Divide them into groups of five and give them a worksheet to discuss vocabulary. Ask them again the previous question about impact and check how participants are using the new vocabulary.</li> <li>3. Ask the participants to remain in their groups. Tell them they are going to design a questionnaire about the impact of family life on the environment, and ways of reducing this impact. Looking at examples of sensitive questions, participants reflect on the structures used to ask them (less direct).</li> <li>4. Groups select three questions from the list and create their own three ones.</li> </ol>
<p><b>Link</b></p>	<p><a href="https://www.teachingenglish.org.uk/article/family-footprint">https://www.teachingenglish.org.uk/article/family-footprint</a></p>
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