

Name: Joan Premecz

EL/CIVICS ONLINE COURSE
<http://www.elciviconline.org/>
Lesson Planning Template: Civic Engagement

INITIAL CONSIDERATIONS

Learning about the Community: Knowledge

Learn about recycling services the community offers and the service providers.

Becoming Part of the Community: Understanding

Become conscious of the environmental challenges faced by the community.

Giving Back to the Community: Action

Participate in the PPL e-PowerWise Program by installing energy kit items in home.
Encourage friends, relatives, co-workers to participate and save.

PURPOSE AND GOALS

Lesson Topic: Protect the Environment - Conserve and Recycle

NRS Level: Advanced ESL

Lesson Goal: to recognize the importance of conservation and recycling.

Student Outcomes:

- Use vocabulary specific to this topic.
- Compare and discuss environmental problems & solutions in learners' native countries.
- Identify actions people can take to alleviate environmental problems in the U.S.
- Identify, locate, and map important places in the community for recycling.
- Contact local agencies that specialize in recycling and ask simple questions about services, hours, fees, restrictions, etc. Report the information orally or in writing.
- Participate in the PPL e-PowerWise Program to conserve water and electricity.
- Access and use the Internet to obtain current news about PA recycling laws.
- Inform others about a "green" campaign with poster presentations.

Vocabulary: aerator, appliance, bulk item, CFL, compost, conservation, disposal, efficiency, environment, faucet, filter, furnace, hazardous, recycle, refuse, showerhead, thermostat

ENGAGEMENT

Engagement I: capture students' attention with bin or bag of trash

Materials: aerosol can, aluminum can, cardboard, cell phone, batteries, egg carton, eye glasses, milk carton, Styrofoam food carton, newspaper, paint can, plastic bag, plastic bottle, steel can





Photo of Realia

Outline for Engagement I: Many communities conduct curbside recycling. Compare and contrast ways people recycle in each of the students' countries to recycling in the United States. Questions for whole class discussion:

1. Identity these items. Which are recyclable in the U.S.? What happens to them after they are collected? Why is recycling important? When is recycle collection in your neighborhood?

2. In small groups, discuss examples of items which are thrown away by Americans, but would not be thrown away in the students' respective homelands. How would these items be reused? Discuss why these items would not be thrown away in their homelands.

3. Think of a way to creatively reuse an item that you don't wish to throw away. Bring the item or its photo to class for display and judging. Class will select the most creative reuse, and a prize will be awarded for creativity. (Homework)

Engagement II: foster further interest in topic through a music video.

Materials: YouTube music video Pass It on Down (Alabama) <http://www.youtube.com/watch?v=6yWfZ5fj7aA> or http://www.youtube.com/watch?v=F_Dt49KfATc



Outline for Engagement II: Create visual and listening vocabulary by dividing the class and rejoining to create a word wall.

1. Half of the class watches the muted video and writes words and/or phrases for what was seen.
2. Second half of class listens only to the audio and jots down words and/or phrases heard.
3. Students pair and share their word lists. Ultimately a vocabulary word wall is created to support the environmental topic to be presented next.
4. In small groups, students talk about specific environmental problems in the music video and changes that could improve them.
5. Unfamiliar words and concepts are defined and clarified by classmates & instructor.

PRESENTATION

Presentation I - Significance of Protecting the Earth

Materials:

Youtube music video [Pass It on Down](#)

Writers: Randy Owen/Teddy Gentry/Will Robinson/Ronnie Rogers (1990)

Performers: Alabama

Videographer: Jason Thone

Lyric sheet for [Pass It on Down](#)

Cloze exercise designed from lyric sheet for [Pass It on Down - Assessment](#)

Vocabulary: acid rain, borrow, the Canyon, guilty, Mother Nature, ozone, plenty, pure

Outline for Presentation I :

1. Show again the music video from the Engagement section along with a lyric sheet. Use the lyrics to teach vocabulary in context. Encourage students to sing along.

2. Form new groups and have students discuss the mood of the song. What is the songwriter's message? How do you feel when you listen to this song? What do you feel is the biggest environmental problem in the U.S.? in your native country? Compared to this country, my native country has (many/few) environmental problems.



PRACTICE

Practice for Presentation I

- Re-listen to only audio of [Pass It on Down](#) and complete cloze activity (Assessment)
- Compare answers with a partner for the gap-fill exercise; listen to audio a third time to correct answers

- Grammar chart to compile and review contractions and reductions in song.

Contraction or Reduction	Meaning
aren't	are not
it's	
gotta	
we're	
let's	
there's	
gonna	
I'm	
oughta	
'cause	
don't	
they'll	

- "Taking the Green Route" Flashcards
- Word Search Puzzle to practice spelling of vocabulary words (Homework)
- "What to Do with My Trash" Sorting Activity

Outline for Practice I: (teacher-led activities)

1. Watch music video, complete gap-fill exercise, review contractions/reductions, discuss environmental problems and their solutions here and abroad.
2. Expand and reinforce vocabulary while building higher level thinking skills on environmental and home conservation topics with picture/word flashcards.
3. Talk about recycling rules in one's community and then sort common household garbage into non-recyclables and different types of recyclable items. Compare/contrast local and homeland recycling policies.
4. Practice and learn spelling with word puzzle.



Presentation II - Story of Electronics

Materials:

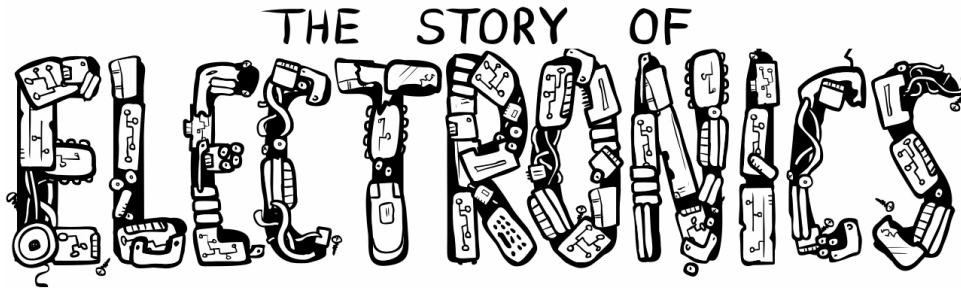
Short animated cartoon about the life of a computer

<http://storyofstuff.org/blog/movies/story-of-electronics/>

World map to locate countries mentioned in cartoon

Annotated script of the movie

Comprehension multiple choice exercise (Assessment)



WHY 'DESIGNED FOR THE DUMP' IS TOXIC FOR PEOPLE AND THE PLANET

Vocabulary: disposal, dump, electronics, e-waste, gadget, global, landfill, obsolete, toxic

Outline for Presentation II:

1. Show a 7-minute animated cartoon emphasizing what happens to our electronic gadgets when we throw them out.
2. Have student volunteers point out places mentioned in the movie (Silicon Valley, China, India, Nigeria) on the world map in classroom.
3. Students read the annotated script of the cartoon, look up new vocabulary and complete a multiple choice exercise with picture prompts. (Homework)
4. Next class, correct homework and further discuss topic, exploring solutions and PA laws for recycling electronics and large appliances.

Practice II: Collaborative project with less scaffolding (Student-Initiated)

Reading Resources: "Free electronic recycling for Valley residents," 5 May 2013

<http://www.examiner.com/article/free-electronic-recycling-for-valley-residents>

Seibel, Jacob. "Less than year into new law, recycling options for old tube TVs dwindling," The Morning Call 7 August 2013.

http://articles.mcall.com/2013-08-07/news/mc-pa-tv-recycling-law-20130807_1_drop-off-sites-televisions-collection-sites

Kennedy, Sam. "PPL Steps up Fridge Collection," The Morning Call 19 July 2013.

http://articles.mcall.com/2013-07-09/business/mc-ppl-refrigerator-recycle-20130709_1_appliance-customers-ppl-electric-utilities

Outline for Practice II: (Cross-ability Grouping)

1. Small groups decide on roles for the project - photo collector, fact collector, designer/artist, editor, presenter.
2. Read one of three local news articles on the Internet. Take notes to summarize. Search online for photos and make phone calls for pertinent local recycling information.
3. Collaborate and create a "Go Green" poster. Present to class. Self-evaluation.



EVALUATION

	1	2	3	4	5
Group Participation					
I listened to others share their ideas.					
I contributed my ideas.					
I helped others in my group understand.					
Understanding the Topic					
I used vocabulary studied in class.					
I can write and talk about the importance of protecting the environment.					
I understand the recycling rules in my community.					
I know how to save money by conserving water and electricity in my home. (PPL energy-wise participant)					
"Go Green" Presentation					
I was well-prepared.					
I made eye contact with my audience.					
I spoke with a loud and clear voice.					
I presented things in an interesting, logical way.					
I responded to questions with appropriate answers.					

APPLICATION

Application I: - BINGO Game (Vocabulary Review/Assess Acquisition of Major Concepts)

Materials: BINGO cards with pictures of items related to conservation and environment protection. Highlighters and pens or pencils. Candy prizes for winners.

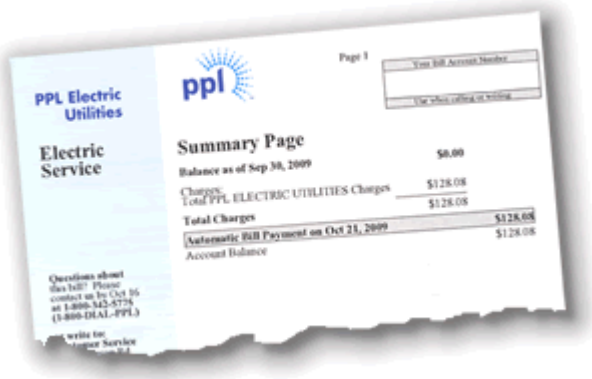
Outline for Application I :

1. Have students first label pictures on bingo card.
2. Volunteers provide clues to describe each picture without giving actual word.
3. Game is played by marking 5 in a row, either horizontally, vertically or diagonally.
4. Candy prizes are awarded to the winners.



Application II: - Participate in the PPL Energy-Wise Program

Materials: free energy-saving kit to low-income customers of Pennsylvania Power & Light Company



Outline for Application II :

1. Have students bring in their PPL electric utility bill with account number and home address.
2. Check for program eligibility and then distribute kits to qualified participants.
3. Read educational literature in kit and complete energy efficiency survey.
4. Install aerators, CFLs, night light, power strip, shower head, etc. in home or apartment and save money. Have students invite friends and relatives to participate.

Application III: Community Scavenger Hunt

Outline for Application III:

1. Students of similar zip code are grouped together for a team project.
2. Together they search for a list of items, note the location, some pertinent details, and then take a photo.
3. The group that collects all required information first wins the scavenger hunt.

Places/Items to Locate:

- Allentown's Recycling Drop-Off Center
- Allentown's Yard Waste Drop-Off Site
- Allentown's FreeCycle Electronic Drop-Off Site
- A local thrift shop
- A PENNDOT Adopt-a-Highway sign
- A supermarket collection container for plastic bag recycle
- A solar trash compacting can
- A neighborhood yard sale
- An indoor recycling container for plastic bottles or cans
- An outdoor recycling container for plastic bottles or cans
- A "No Littering" sign with posted fine

This concludes the Civic Engagement Lesson Plan for the EL/Civics Online Course. The remaining pages are practice activities mentioned, but not previously posted.



Protect the Earth Word Search



P	I	N	E	W	S	P	A	P	E	R	S	O	N	G
H	O	Z	O	N	E	P	R	E	S	E	R	V	E	L
B	A	L	C	A	V	R	E	D	U	C	E	L	X	O
I	C	Z	L	O	C	I	C	D	A	Y	U	I	T	B
N	I	L	A	U	N	I	R	E	D	C	S	T	I	A
W	A	T	E	R	T	S	D	O	N	L	E	T	N	L
D	U	M	P	A	D	I	E	R	N	E	R	E	C	W
E	A	R	T	H	N	O	O	R	A	M	R	R	T	A
N	A	T	U	R	E	A	U	N	V	I	E	G	A	R
C	O	M	P	O	S	T	I	S	T	E	N	N	Y	M
B	E	N	D	A	N	G	E	R	E	D	E	N	T	I
H	A	R	M	F	U	L	E	T	S	A	W	C	A	N
E	A	T	O	X	I	C	E	C	O	L	O	G	Y	G

acid rain, bin, can, clean air, compost, conserve, dump, Earth Day, ecology, endangered, energy, environment, extinct, global warming, harmful, hazardous, litter, nature, newspapers, ozone, person, pine, preserve, pollution, recycle, reduce, renew, reuse, song, toxic, waste, water



Pass It on Down

Lyrics & Music by Alabama

We live in the land of plenty
But many things aren't plenty anymore
Like the water from our sink
They say it's not safe to drink
You gotta go and buy it at the store
Now we're told there's a hole in the ozone
Look what's washing on the beach
And Lord, I believe, from the heavens to the seas
We're bringing Mother Nature to her knees



So let's leave some blue up above us
Let's leave some green on the ground
It's only ours to borrow, let's save some for tomorrow
Leave it and pass it on down



Well there's a change taking place way on the mountains
Acid rain is falling on the leaves
And down in Brazil, the fires are burning still
How we gonna breathe without them trees

So let's leave some blue up above us
Let's leave some green on the ground
It's only ours to borrow, let's save some for tomorrow
Leave it and pass it on down

There's a place where I live called the Canyon
Where Daddy taught me to swim
And that water, it's so pure
And I'm gonna make sure
Daddy's grandkids can swim there like him

Now we all oughta feel just a little bit guilty
When we look into the eyes of our kids
'Cause brothers it's a fact, if we take and don't put back
They'll have to pay for all we did

So let's leave some blue up above us
Let's leave some green on the ground
It's only ours to borrow, let's save some for tomorrow
Leave it and pass it on down (REPEAT)



Pass It on Down

Lyrics & Music by Alabama

We live in the _____ of plenty
But many things aren't plenty anymore
Like the _____ from our sink
They say it's not safe to _____
You gotta go and buy it at the _____
Now we're told there's a hole in the ozone
Look what's washing on the _____
And Lord, I _____, from the heavens to the seas
We're bringing _____ Nature to her knees

So let's leave some _____ up above us
Let's leave some green on the _____
It's only ours to borrow, let's save some for tomorrow
Leave it and _____ it on down

Well there's a change taking place way on the _____
Acid rain is falling on the leaves
And down in Brazil, the _____ are burning still
How we gonna breathe without them _____

So let's leave some blue up _____ us
Let's leave some _____ on the ground
It's only ours to borrow, let's save some for _____
Leave it and pass it on down

There's a _____ where I live called the Canyon
Where Daddy taught me to _____
And that _____, it's so pure
And I'm gonna make sure
Daddy's grandkids can swim there like _____

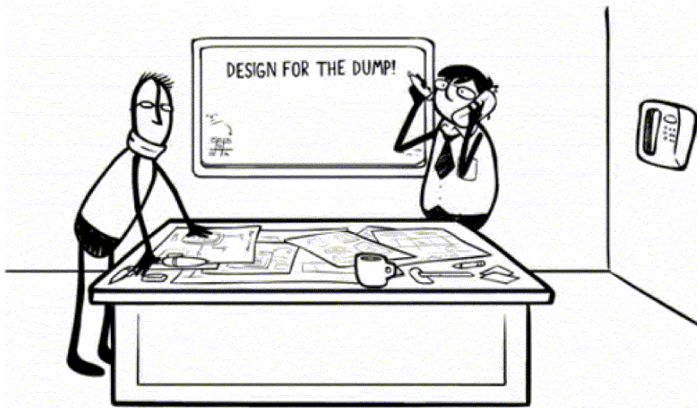
Now we all oughta feel just a little bit _____
When we look into the _____ of our kids
'Cause brothers it's a fact, if we take and don't put _____
They'll have to _____ for all we did

So let's _____ some blue up above us
Let's _____ some green on the ground
It's only ours to _____, let's save some for tomorrow
Leave it and pass it on _____ (REPEAT)





- a) Are we addicted to computer electronic?
- b) Are we addiction to computer electronics?
- c) Are we addicting to computer electronics?
- d) Are we addicted to computer electronics?



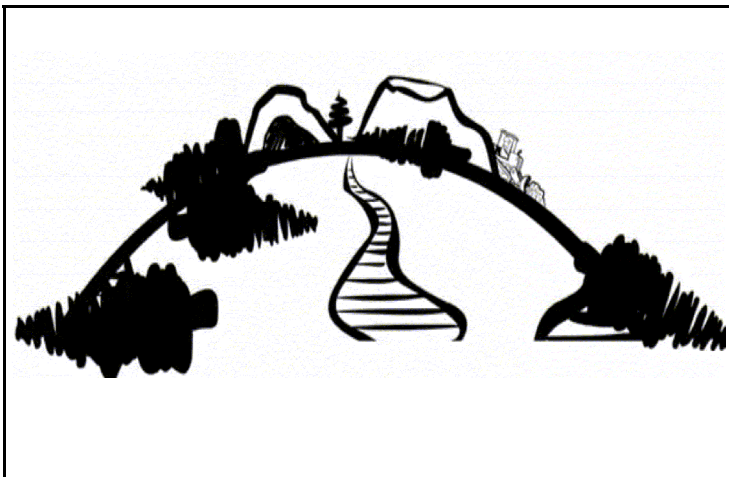
- a) Electronics are made to be throw away quick.
- b) Electronics are made to be thrown away quick.
- c) Electronic is made to be thrown quickly.
- d) Electronics are made to be thrown away quickly.



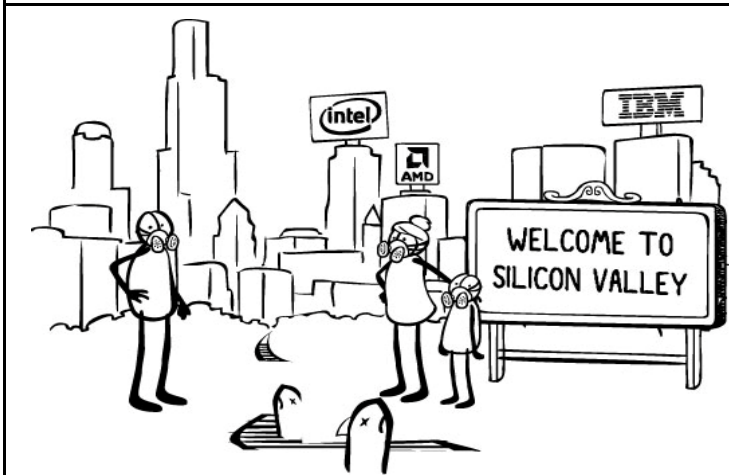
- a) It cheaper to buy new than repair.
- b) It's cheaper to buy new then repair.
- c) It's cheaper to buy new than repair.
- d) Its cheaper to buy new than repair.



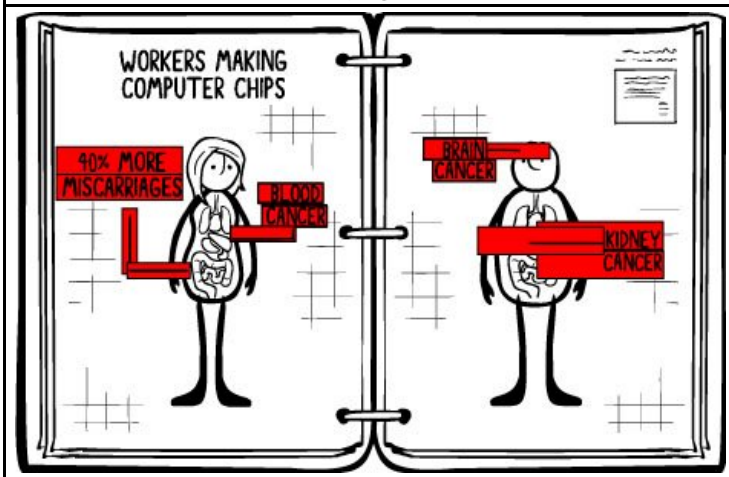
- a) Electronics use 18 month and then are discarded.
- b) Electronics are used 18 months and then are discard.
- c) Electronics are used 18 months and then discarded.
- d) Electronics are use and discarded.



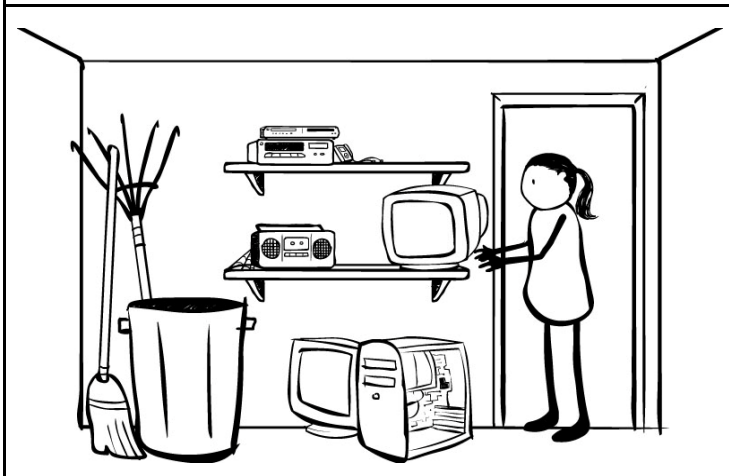
- a) Chemicals for electronics are mined throughout the world.
- b) Chemicals for electronics are mined through the world.
- c) Chemicals for electronic are mined in the world.
- d) Chemicals for electronics is mined many place.



- a) Silicon Valley is one of the most poison community.
- b) Silicon Valley is one of the poisonest community.
- c) Silicon Valley is one of the most poisoned communities.
- d) Silicon valley be one of the poison communities.



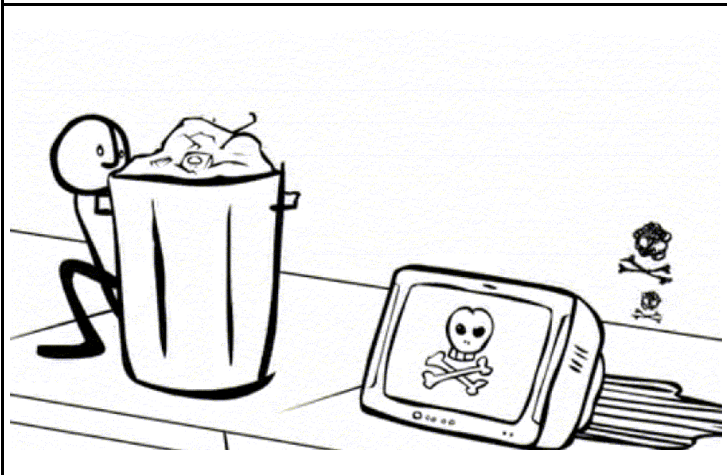
- a) Worker report more miscarriages and cancer deaths.
- b) Workers report more miscarriages and cancer deaths.
- c) The worker report more miscarriages and cancer deaths.
- d) A worker reported more miscarriages and cancer dead.



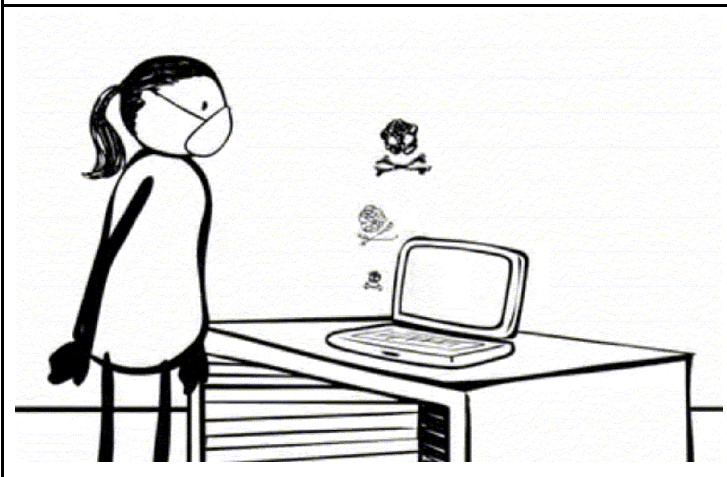
- a) Old computer are often stored in a garage before throw away.
- b) Old computer is often store in garage before throw away.
- c) Old computers are often store in a garage before being tossed out.
- d) Old computers are often stored in a garage before being tossed out.



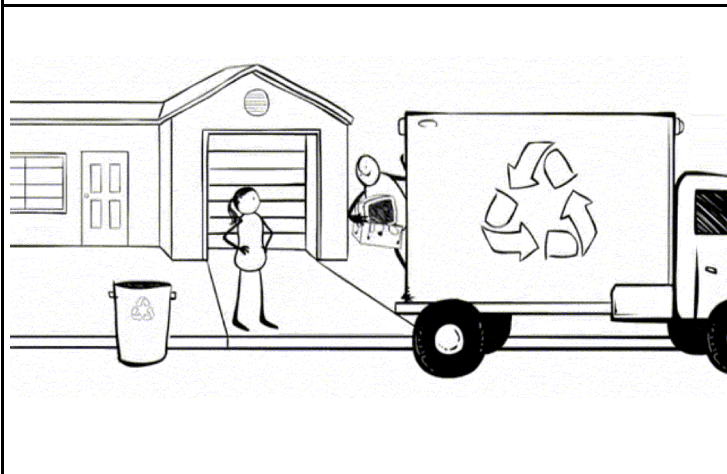
- a) Mountain of e-waste are made each year.
- b) Mountains of e-waste is made yearly.
- c) A mountain of e-waste made yearly.
- d) Mountains of e-waste are made each year.



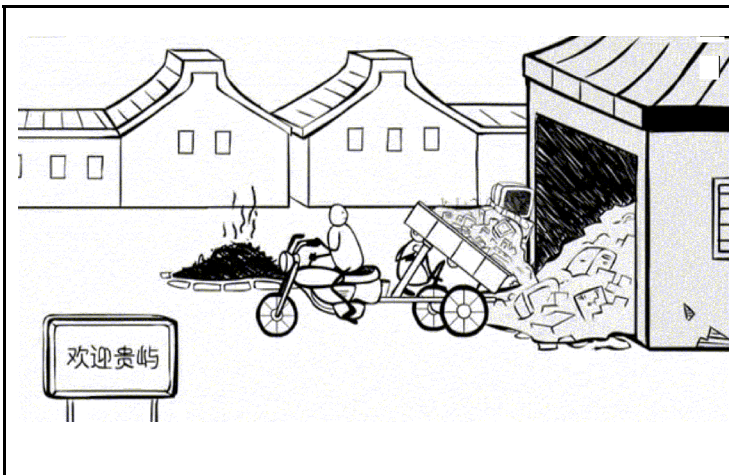
- a) Old TVs have about 5 pound toxic lead.
- b) Old TVs has about 5 pound of toxic lead.
- c) Old TV have about 5 pounds of toxic leads.
- d) Old TVs have about 5 pounds of toxic lead.



- a) Toxins are being released while we use our computers.
- b) Toxins being released while we use our computers.
- c) Toxins release while use our computers.
- d) Toxins releases while we used our computers.



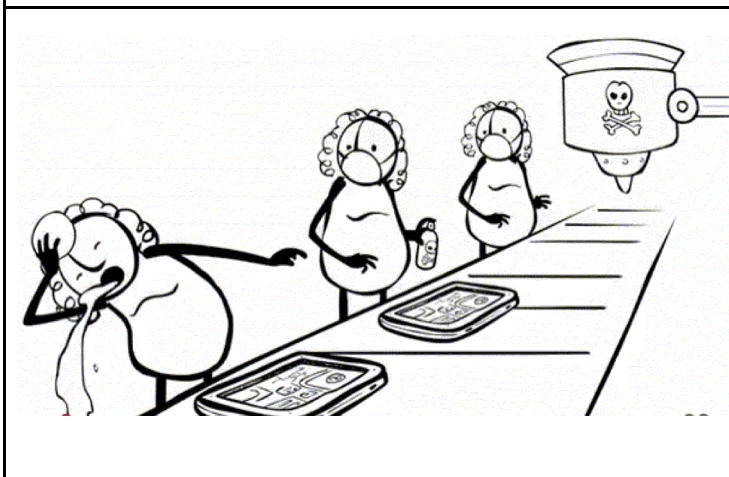
- a) E-waste is hauled away for the recycle.
- b) E-waste is hauled away to be recycled.
- c) E-waste hauled away for a recycle.
- d) E-waste can haul away for recycling.



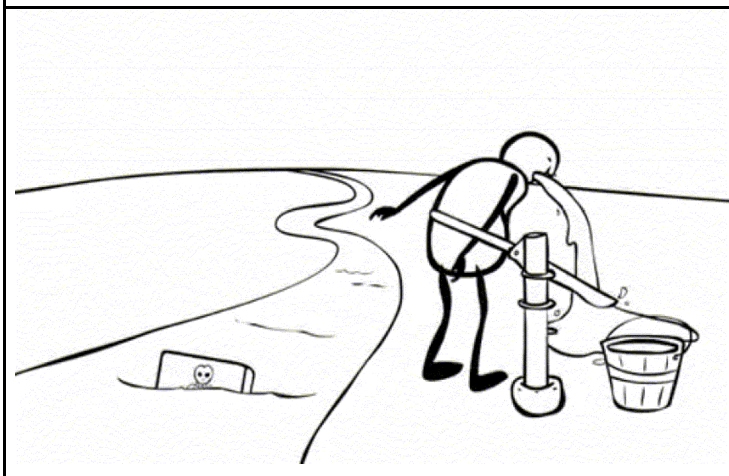
- a) Old electronics are ship overseas to China.
- b) Old electronics are shipped overseas in China.
- c) Old electronics are shipped overseas to China.
- d) Old electronics are shipped overseas China.



- a) Each year, we make tons of e-waste which gets dumped, burned or recycled.
- b) Each year, we making tons of e-waste which gets dumped, burned or recycled.
- c) Each year, we make ton of e-waste which dump, burn or recycle.
- d) Each year, make ton of e-waste to dump, burn, recycle.



- a) Many factories not safe and people get sick.
- b) Many factory not safe and peoples get sick.
- c) Many factories are unsafe and people get sick.
- d) Many factory are not safe and people get sick.



- a) Water near factories is polluted.
- b) Water near factories are polluted.
- c) The water near factories are pollution.
- d) The water near factory is pollution.



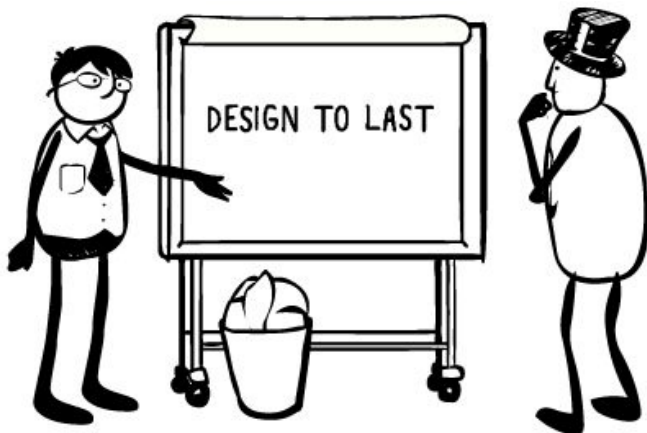
- a) Computers cannot be placed at the curb for trash pickup.
- b) Computers cannot be placed at the curb for trash pickup.
- c) Computers can't not be placed at the curb for trash pickup.
- d) Computers no can be placed at the curb for trash pickup.



- a) Take Back Programs allow customers to return products at the end of their life cycles.
- b) Take Back Programs allow customers to buy products at the end of their life cycles.
- c) Take Apart Programs allow customers to remove bad parts at the end of their life cycles.
- d) Take Over Programs allow customers to trade old computers for new ones.



- a) To help green your community, you have to get involved.
- b) To help green your community, you have to get involved.
- c) Helping green your community, you have to get involved.
- d) To help green your community, get involve.



- a) Build a electronics industry that designed to last.
- b) Build an electronics industry that's design to last.
- c) Building an electronics industry that's designed to last.
- d) Build an electronics industry that's designed to last.

PROTECT THE EARTH BINGO

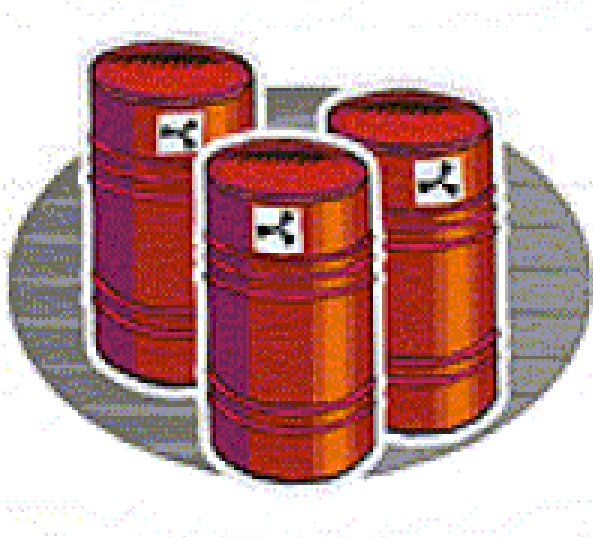




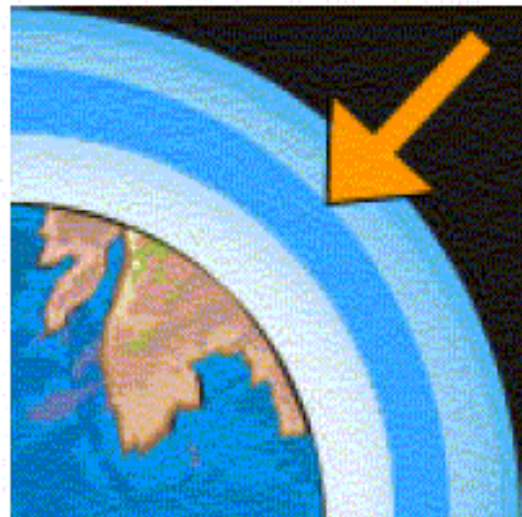
oil recycle



yard waste



toxic chemicals



ozone



trash



wasteful