

<b>Teacher(s)</b>	<b>Atsuko Torii</b>	<b>Subject group and discipline</b>	<b>Language acquisition</b>		
<b>Unit title</b>	<b>Can we sustain the planet?</b>	<b>MYP year</b>	<b>MYP3 (phase 1-2-3)</b>	<b>Unit duration (hrs)</b>	<b>27</b>

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
<b>Communication</b>	<b>Meaning, Message</b>	<b>Globalisation and sustainability</b> <b>Human impact on the environment</b>
<b>Statement of inquiry</b>		
<b>Communication involved a meaningful message make us think about human impact on the environment and sustainable lifestyles in an increasingly globalised world.</b>		
<b>Inquiry questions</b>		
<p><b>Factual—</b> What is communication?</p> <p>What kind of environmental issues do we have in the world?</p> <p>What is human impact on the environment?</p> <p><b>Conceptual—</b> How can we communicate and send a meaningful message?</p> <p><b>Debatable—</b> To what extent do meaningful message change human impact on the environment?</p>		

Objectives	Summative assessment	
<p><b>Objective A: Listening</b></p> <p>i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</p> <p>ii. analyse conventions in a wide variety of simple authentic texts</p> <p>iii. analyse connections in a wide variety of simple authentic texts</p> <p><b>Objective B: Reading,</b></p> <p>i. identify explicit and implicit information (facts and/or opinions, supporting details) in a wide variety of simple authentic texts</p> <p>ii. analyse conventions in a wide variety of simple authentic texts</p> <p>iii. analyse connections in a wide variety of simple authentic texts</p> <p><b>Objective C: Speaking</b></p> <p>i. use a wide range of vocabulary</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p><u>Goal:</u> Your goal is to understand “Communication involved a meaningful message make us think about human impact on the environment and sustainable lifestyles in an increasingly globalised world.”</p> <p><u>Role:</u> You are a TV commercial creator who attends the conference of World Environmental Advertising Association.</p> <p><u>Audience:</u> Your audience are the representative of government members and TV commercial production companies from all over the world.</p> <p><u>Situation:</u> In a group, you are going to product around 1 minute TV commercial of ethical products. Then, you will make an around 3mints group presentation about your TV commercial and persuade the audience choose it to broadcast. In the presentation, you should explain the background environmental issue of TV</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The products of the summative assessment are making TV commercial related to environmental issues and make and have the presentation about them.</p> <p>Through making and presenting these products, students will think about global problems and what they can do.</p> <p>Students will have a service as action in the middle of the unit. So, they will try to think what they can do for the environmental issues gradually.</p> <p>Through these tasks, students will inquire about the statement of inquiry: Communication and a meaningful message makes us think about human impact on the environment and sustainable lifestyles in an increasingly globalised world.</p>

- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. communicate all or almost all the required information clearly and effectively

**Objective D: Writing**

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices
- iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context

commercial and why you think your TV commercial is effective for sustainable lifestyle.

Production: You will have 3 minutes presentation.

You need to write about 100 words journal. (Phase 3: 150 words)

Standards: You will be judged by Criteria C and D.

For Criteria A and B, the students will have listening and reading exam.

## Approaches to learning (ATL)

In order for the students to make a presentation about environmental issues, they need to access information to be informed and inform others. (ATL category: Research, ATL skill cluster: Information literacy skills)

In order for the students to make a TV commercial, they need to understand the impact of media representations and modes of presentation. (ATL category: Research, ATL skill cluster: Media literacy skills)

In order for the students to make a TV commercial, they need to create original works and ideas; use existing works and ideas in new ways. (ATL category: Thinking, ATL skill cluster: Creative thinking skills)

In order for the students to mention the human impact on environmental issues, they need to use variety of media to communicate with a range of audience. (ATL category: Communication, ATL skill cluster: Communication skills)

### Action: Teaching and learning through inquiry

Content	Learning process		
1. Understanding the statement of inquiry (1 hour)  (1) Think and share the ideas of good communication	<b>Learning experiences and teaching strategies</b>  <b>1. Understanding the statement of inquiry</b>  <u>Factual question: What is communication?</u>	<b>Formative Assessment</b>	<b>Differentiation</b>  • For slow learners who have difficulty with their listening, reading, writing or speaking skills, I will

<p>2. Knowing about the environmental issues (8 hours)</p> <p>(1) Read the article and listen to the news about environmental issues and understand the contents.</p> <p>(2) Share the opinions about environmental issues with classmates.</p> <p>3. Understanding the grammatical structures about the reading contents related to environmental issues. (4 hours)</p> <p>(1) Understand the difference between present, past, future, and present perfect tense.</p> <p>(2) Understand the structures of comparative sentences.</p> <p>4. Making a TV commercial about Service as Action (Ethical company) (7 hours)</p> <p>(1) Think what we can do for global issues.</p> <p>(2) Think what kind of advertisement is effective for conveying the meaningful</p>	<p>(1) The students will think and share the ideas of good communication.</p> <p>(2) The students will think the characteristics of TV commercial genre.</p> <p>(3) Through these activities, the students will understand the impact of media representations and modes of presentation. (ATL category: Research, ATL skill cluster: Media literacy skills)</p> <p><b>2. Knowing about the environmental issues</b></p> <p><u>Factual questions:</u></p> <p><u>What kind of environmental issues do we have in the world?</u></p> <p><u>What is human impact on the environment?</u></p> <p>(1) The students will read the article and listen to the news about environmental issues and understand the contents.</p> <p>(2) The students will share the opinions about environmental issues with classmates.</p> <p>(3) Through these activities, the students will access information to be informed and inform others. (ATL category: Research, ATL skill cluster: Information literacy skills)</p> <p><b>3. Understanding the grammatical structures about the reading contents related to environmental issues.</b></p>	<p>I will observe what the students understand and what they have not, and give more cues to them.</p> <p>Students will have opportunities to check their comprehension in pairs and/or groups.</p> <p>I will check whether the</p>	<p>adopt a lot of pair work or group work and make opportunities for the slow learners to be helped by their peers.</p> <p>· For fast learners whose English proficiency level is high, I will prepare more tasks that students can think deeply and make better ones and let them choose the assignment which is suitable for themselves.</p>
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message about global issues.

(3) Know the characteristics of TV commercial (With Design teacher)

(4) Know the difference between Japanese TV commercial and English spoken countries' TV commercial

(5) Make a TV commercial

(6) Show a TV commercial to other graders and get the feedback.

5. Understanding the ethical products and making the TV commercial

(1) Think what environmental issues to choose

(2) Make a TV commercial

(3) Make a presentation to promote TV commercial

(4) Presentation

(5) Feedback and revise the presentation

6. Summative task

Conceptual question: How can we communicate and send a meaningful message?

- (1) The students will read the article about the environmental issues and analyse the sentence structures.
- (2) The students will review present, past, and future tense.
- (3) The students will learn form, usage, and meaning of present perfect tense and understand the difference from past tense.
- (4) The students will learn form, usage, and meaning of comparative sentences.
- (5) The students will make sentences using various tenses and comparative sentences.

**4. Making a TV commercial about Service as Action**

Conceptual question: How can we communicate and send a meaningful message?

- (1) The students will think they can do to tackle the global issues and what kind of company they will open.
- (2) The students will think what kind of advertisement is effective for conveying the meaningful message about global issues and persuade customers to buy their products to solve the environmental issues.
- (3) The students will understand the characteristic of TV commercials from both language perspective and "design"

students acquire the grammatical structures or not by checking the worksheet. If the students do not understand or use the sentence structures, I will give the students more tasks to practice more.

I will give the feedback for the students.

	<p>perspective. (Design teacher will also join the lesson)</p> <p>(4) The students will understand the difference between Japanese TV commercial and English spoken countries' TV commercial. And think what kind of TV commercial is effective for advertising Service as Action shops.</p> <p>(5) The students will make a TV commercial.</p> <p>(6) The students will show a TV commercial to other graders and get the feedback.</p> <p>(7) Through these activities, the students will understand the impact of media representations and modes of presentation. (ATL category: Research, ATL skill cluster: Media literacy skills)</p> <p><b>5. Understanding the ethical products and making a TV commercial</b></p> <p><u>Debatable question: To what extent do meaningful message change human impact on the environment?</u></p> <p>(1) The students will choose an environmental issue to introduce. They will also think what kind of ethical product is effective for tackling the issue.</p> <p>(2) The students will make a TV commercial in a group.</p> <p>(3) The students will make a presentation to promote TV commercial.</p> <p>(4) The students will have a presentation in a group.</p>		
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	<p>(5) The students will get feedback and revise the presentation.</p> <p>(6) Through these activities, the students will create original works and ideas; use existing works and ideas in new ways. (ATL category: Thinking, ATL skill cluster: Creative thinking skills)</p> <p><b>6. Summative task</b></p> <p>(1) The students will have a presentation about environmental issues by themselves and understand the statement of inquiry.</p>		
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**Resources**

- Lesson 3 “Every Drop Counts”, Lesson 4 “Uluru” NEW CROWN ENGLISH SERIES 2
- Ana de Castro (2021). English MYP by Concept 4&5, “*module 5: Can we sustain the planet?*”. Hodder Education.
- Saving water (<https://learnenglishkids.britishcouncil.org/read-write/reading-practice/level-3-reading/saving-water>)
- Planet Earth (<https://learnenglishkids.britishcouncil.org/listen-watch/short-stories/planet-earth>)
- Chrome book, Loilo note

**Reflection: Considering the planning, process and impact of the inquiry**

Prior to teaching the unit	During teaching	After teaching the unit
<p>Students have learned SDGs in previous years during individual and societies lessons or design lessons. In this unit, they will communicate with peers and teachers and exchange their ideas about issues</p>		



related to SDGs especially environmental issues. For the summative task, the students will make a TV commercial to promote ethical products that can tackle the environmental issues. During making the TV commercial, the students will understand the characteristics of TV commercial as a media. Through these activities, they will strive to be thinkers and aim to take responsible action on complex problems.

