

Understanding Climate Change in the Philippines

Subject Area: English, Geography, Science

Students: 4th ESO students

Objectives:

1. Explore how climate change impacts the geography and environment of the Philippines.
2. Students should be able to recognize how climate change impacts human communities, wildlife, ecosystems, and global economies.
3. Students should explore ways individuals, communities, governments, and businesses can work to prevent or adapt to climate change.
4. Students should understand that climate change is not just an environmental issue but also a social issue, affecting poorer communities and nations more severely.
5. And students can apply the new vocabulary words, adjectives in a sentence and present simple questions during the speaking activity.

Materials to be used: Canva, Google Slides presentations, Youtube videos and Kahoot.

Timing of the Lesson: 1-2 days

Describe why your Final Assignment is useful or original for your students.

The activity is intended for **4th ESO students**. Based on what I have observed with the students, this will help them broaden their perspective on how climate change affects different parts of the world. It helps them recognize the global nature of the issue and how vulnerable countries like the Philippines face unique challenges, such as stronger storms and rising sea levels. This awareness fosters empathy and encourages students to think about the interconnectedness of global ecosystems. It also provides insights into adaptation strategies that could be applied in Spain, particularly in coastal areas or regions prone to extreme weather. Furthermore, learning about the Philippines' response to climate change can inspire Spanish students to consider how their own actions impact the environment and motivate them to engage in local and global climate solutions.

In addition to learning about the global impacts of climate change, **ESO** students will enhance their scientific understanding by exploring key concepts like greenhouse gases, carbon footprint, and sustainability. They will develop critical thinking and problem-solving skills as they evaluate different climate change solutions and strategies. The lesson will also promote environmental responsibility, encouraging students to reflect on their personal actions and their role in combating climate change. They will gain cultural awareness by studying how different regions, like the Philippines, are affected, while improving collaboration and communication skills through group activities. Additionally, they will become more informed about the role of policies and technological innovations in addressing climate change, fostering global citizenship and advocacy.

Describe how the teaching materials and practices presented in your assignment effectively foster learning and how they might be adaptable to other contexts, such as different age levels or subject areas.

The teaching materials and practices that will be presented effectively foster learning by using a mix of visual, auditory, and kinesthetic methods that engage students in multiple ways. For example, interactive maps showing climate data, videos of real-life impacts in the Philippines and even some natural disasters that happened in Spain that are caused by climate change, and case studies of local adaptation strategies all serve to make the material more accessible and relatable. These resources appeal to different learning styles, ensuring that every student has a chance to understand complex concepts.

The use of group discussions and project-based learning encourages critical thinking, collaboration, and problem-solving, helping students internalize what they've learned. Activities like creating climate action plans or designing awareness campaigns also encourage active participation and allow students to apply their knowledge in real-world contexts.

For 4th eso students will engage with more advanced topics like greenhouse gases or policy development. Similarly, the materials can be used in various subject areas. In geography, students might study climate patterns and their effects on ecosystems; in science, they could explore the causes and consequences of climate change; in social studies, they might discuss global cooperation and environmental justice.

Teacher's and LA's Role:

The teacher focuses on delivering the core content, while the I the language assistant provides language support, simplifying complex terms and explaining concepts in students' native languages when necessary. Together, they scaffold lessons, facilitate group discussions, and differentiate instruction to meet the diverse needs of the students. I will also foster cultural sensitivity and inclusivity, ensuring that students from different backgrounds feel supported. This partnership creates a rich, accessible learning environment where students can engage with the topic of climate change, regardless of their language proficiency.

How are you and the teacher working to complement each other?

The teacher and I, as the language assistant, work together by dividing our roles to support students in different ways. The teacher focuses on explaining the main climate change concepts and guiding the lesson, while I provide language support, simplify vocabulary, and help students understand the material in their native language if needed. We collaborate by ensuring that all students, regardless of language

proficiency, can actively participate, understand the content, and engage in discussions or activities. Our teamwork creates a supportive learning environment where students feel confident and empowered.

What activities are the students going to do?

The students will engage in several interactive activities to deepen their understanding of climate change. They will begin by watching a short video or looking at interactive maps that show the impacts of climate change in the Philippines. Afterward, they will work in small groups to discuss how these global issues might affect their own community in Spain. Then, students will create posters or digital presentations illustrating solutions to mitigate climate change, such as reducing waste or using renewable energy. To reinforce their learning, they will also participate in a debate or a role-play activity, where they act as climate activists or policymakers to propose action plans. These activities will encourage collaboration, critical thinking, and the application of what they have learned to real-world scenarios.

In what other activities organised by your school have you participated as a language assistant?

The conversation sessions with students in preparation and everyday speaking and listening preparation for their Cambridge Exams and PET exam, collaborating with teachers and providing help and guidance for students on answering exercises and pronunciation of vocabularies.

Also doing different kinds of presentations also for certain vocabularies providing other examples and definitions.

What exactly did your collaboration as an assistant in the implementation of these extracurricular activities consist of?

I contribute to speaking sessions and I offer ideas and suggestions for improvement on performance and student engagement. I also help teachers to give feedback on students' initial performance and the things they have to improve. My role also involved assisting in the start and implementation of the activities, ensuring they could follow along the activity and attain the expected learning outcome at the end of the lesson.

How will your proposal respond to different learning styles and different levels of achievement among students?

Various activities will be provided to address the different learning styles of students in alignment with the expected learning outcome of this topic. Reinforcements and scaffolding will also be given to students who are having a difficulty to help them follow the activities. Assessments and follow up activities will be prepared to

strengthen their knowledge and develop retention of knowledge with this topic.