

CINEMA INSPIRATIONS Lesson Plan

Film title and year of release	The Age of Stupid (2009)
Timing(s) of excerpt(s) if relevant	16.17 - 19.20 / 1.15.39 - 1.17-51 / 52.25 - 55.50
Link to film summary (e.g. on imdb.com)	http://www.imdb.com/title/tt1300563/
Global issue(s) (keywords)	Climate change. Wind energy.
Level/age of target learners / context	Age: Teenagers and older. Level: B1 upwards. Context: Particularly appropriate for EAP or ESP in the area of geographical science / environment studies.
Language/skills practised	Listening and note-taking. Topical vocabulary. Critical thinking & deduction. Discussing.
Learning objectives	This lesson practises key skills for EAP students, whilst also raising awareness of the problem of climate change, its causes and ideas for prevention. By watching the excerpts of this film, students can broaden their vocabulary with specific lexis on the topic of climate change, as well as developing their aural comprehension and note-taking skills. Sharing the information they have noted allows students to review signal words for expressing cause and effect, as well as providing scope for improvement in the fluency of students' transactional speaking skills. As preparation for a role-play discussion which aims to develop students' oral fluency skills in an interactional context, students can develop their critical thinking and deductive skills, and explicitly review useful polite phrases for expressing agreement and reservation in formal contexts.
Resources needed	Device(s) for playing film. Copies of worksheet for each student.
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TASKS AND PROCEDURES

1) Introduction (5 mins)

Students read the film's byline at the top of the worksheet and discuss: *What do you expect to see in the film? What are your feelings? Why?*

2) Causes and Effects

Here, students will use the film to deduce multiple causes and effects of climate change.

While watching 1 (10 mins)

Divide students into two groups. Each group watches certain excerpts of the film and takes notes in the table on their worksheet on either a) the causes or b) the effects of climate change on the planet and population.

Group a): Watch minutes 16.17 - 19.20

Group b): Watch minutes 1.15.39 - 1.17-51.

If possible, students should watch in pairs on separate devices to enable them to pause and replay parts of their excerpt.

Hint: The excerpts do not list causes / effects; students need to extract keywords and deduce ideas from examples presented. Before starting, students could brainstorm keywords to listen for.

After Watching 1 (10 mins)

Form new groups, each with two experts from group a) and two from group b). Students compare notes and complete the table on their worksheet. You can check their notes using the answers below. If new topical vocabulary emerges, note it on the board.

3) Prevention

Here, students will do a role-play considering various views on wind turbines for energy creation.

While Watching 2 (5 mins)

Divide students into five groups and give each one a character role: *Piers, Jim, Ernie, Victoria, other local resident(s)*.

Together, watch minutes 52.25 - 55.50: ask students to take notes on the opinion of their characters and any information to help support their arguments, using the notepad space on the worksheet. You can check their notes using the answers below. Play it twice if needed.

Language Focus (13 mins)

To review phrases for agreeing or expressing reservations, students complete the worksheet task by putting the words into the correct order to make a polite discussion phrase.

Check answers together - pay attention to pronunciation/intonation of phrases as fluent chunks.

Discuss where the sentiments expressed fall on a *strongly agree -- strongly disagree* continuum (draw this on the board). See the answers below. Add any other phrases students know.

After Watching 2 (15 mins)

Students sit in a circle and, in their adopted character roles, discuss the question: *Should wind turbines be built on this site?*

End the discussion with a vote on whether the turbines should be built.

4) Error Correction (2 mins)

Use the last few minutes of the lesson to note language errors on the board that appeared during the role-play discussion, and ask students to correct them. Focus on the use of target language of agreeing/disagreeing phrases. Correcting one language mistake each could be use as an exit ticket.

ANSWERS

<u>Causes of Climate Change</u>	<u>Effects of Climate Change</u>
pollution & greenhouse gas/CO2 emissions	floods, destruction of dams & extreme weather (e.g. cyclones, heat-waves),
high use of energy and fossil fuels, e.g. oil	deaths homelessness, refugees, food crises
production of goods with oil (e.g. plastic, computers, clothes, cosmetics)	shortage of drinking water
production, packaging & transportation of food	forest fires, deforestation,
use of fossil-fuel produced fertilisers	increased prices of consumer goods and energy, war
greed (e.g. of oil companies)	extinction of species, collapsing ecosystems.

- I can see your point.
- I agree to a certain extent.
- I couldn't agree with you less.
- You make a very good point.
- But we have to consider the counterarguments.
- I'm afraid I have to disagree.

d a b e f c

completely agree ←-----> completely disagree

Piers (Wind-farm developer)

Need to develop other renewable energy sources but make use of those available now
 Proposing 15 new wind turbines at Airfield Farm (Bedfordshire, UK)
 This could generate 30 megawatts of electricity per year
 70-80% of UK population in favour of wind-farms.

Jim

Not enough wind at this site.
 Hypnotic noise & rotation of turbines could distract drivers.

Ernie (Land owner)

Benefit financially from having wind-farm on his land.
 Wind provides an additional source of energy.
 Wind-energy helps to prolong supplies of fossil-fuel resources.
 Turbines will not make a difference to property values.

Victoria

Value of properties in the area will decrease.
 Won't be able to sleep.

Can't rely on the wind.

Other local resident(s)

Wind turbines will ruin the view/landscape.

Concerned about low-level noise.

In favour of wind-energy, but not here.

POSSIBLE ADAPTATIONS

Warmer: Students watch minutes 0.00 - 4.46 and then discuss feelings.

While Watching 1: This task can also be done as a more extensive homework, either by watching more of the film or conducting independent research.

While Watching 1: If only one device is available to watch the film, one group can compile their own ideas whilst the other one watches their relevant excerpt.

While Watching 2: To save lesson time, the role-cards from the Answers section above can be provided to students so that you do not need to watch the film extract before the discussion.

After Watching 2: With large classes, some students can watch the debate as audience members, OR separate discussion circles could be set up.

POSSIBLE EXTENSIONS

After Watching 2: Watch the section of the film which shows the result of a similar debate and the real-life vote, to compare this with the class' decision: Minutes 1.13 - 1.50

Closing Discussion: Remind students of the film's title and ask them to discuss in plenary: *Do you think this is a fitting description of the world at the moment?*

IMAGE



The Age of Stupid

“A future archivist looks at old footage from the year 2008 to understand why humankind failed to address climate change.” (from: imdb.com)

<u>Causes of Climate Change</u>	<u>Effects of Climate Change</u>

Put the words into the correct order to make useful phrases for discussions.

- g. point. | see | can | I | your
- h. certain | agree | I | to | extent. | a
- i. with | I | agree | less. | couldn't | you
- j. point. | good | make | You | very | a
- k. consider | But | the | to | we | have | counterarguments.
- l. to | afraid | I'm | disagree. | have | I

My character is: _____

Opinion on wind turbines & support for arguments