Feedback Sheet – Environmental Video with Voiceover

Group: _____   **Topic:** _____

Assessment Criteria

[ ] The topic is clear and well presented.

[ ] The images/scenes match the voiceover.

[ ] The language is clear, understandable and mostly correct.

[ ] The voiceover has a good structure (introduction – main part – ending).

[ ] The video is creative and visually appealing.

[ ] The group worked well together.

[ ] Copyright was respected (free images/music only).

Comments / Feedback:

_____

_____

_____

_____

_____

Overall impression / Grade (optional): _____

Das Dokument enthält:

- Den vollständigen Lesson Plan

- Eine englisch-deutsche Vokabelliste

- Zwei Arbeitsblätter (Brainstorming & Video-Planung)

- Eine Checkliste für die Videoproduktion

Hier ist ein detaillierter Lesson Plan für zwei Unterrichtsstunden à 45 Minuten zum Thema "What can I do for the environment?" mit dem Ziel, ein Video mit Voiceover zu erstellen. Die Planung eignet sich für das 4. oder 5. Lernjahr Englisch (Sek I, B1-Niveau) und integriert Medienbildung sowie sprachliche Kompetenzen.

Lesson Plan (2x45 min) " –What can I do for the environment?"

Ziel der Unterrichtsreihe:

Die Schüler*innen erstellen in Kleingruppen ein informatives, kreatives Video (1–2 Minuten) mit Voiceover, das zeigt, wie Jugendliche zur Verbesserung der Umwelt beitragen können.

1. Doppelstunde (45 + 45 Minuten)

Stunde 1: Einführung & Ideenfindung

Ziele:

- Thematische Einführung in Umweltschutz
- Wortschatz aufbauen
- Erste Ideen für das Video entwickeln

Ablauf:

Zeit	Phase	Inhalt / Methode	Sozialform / Medien
10 Min	Einstieg	Brainstorming: „What harms the environment?" – „What can we do to help?"	Klassengespräch, Tafel/Padlet
15 Min	Input	Wortschatzarbeit mit Bildern/Videos (Recycling, saving water, using bikes etc.)	Beamer, Arbeitsblatt, evtl. LearningApps
10 Min	Listening/ Reading	Kurze Clips oder Texte von Jugendlichen zum Thema „Helping the environment"	Tablets/Laptops, Kopfhörer
10 Min	Pair Work	Diskussion in Paaren: „What do you already do for the environment? What else could you do?"	Partnerarbeit
5 Min	Ergebnissicherung	Sammeln erster Ideen für das eigene Video	Mindmap an der Tafel

Stunde 2: Planung & Skripterstellung

Ziele:

- Ideen für das Video konkretisieren
- Voiceover-Skript schreiben
- Mediengestaltung vorbereiten

Ablauf:

Zeit	Phase	Inhalt / Methode	Sozialform / Medien
5 Min	Rückblick	Wiederholung der wichtigsten Vokabeln	Quiz (z. B. Kahoot, Quizlet)
10 Min	Input	Einführung: Was macht ein gutes Video aus? (Beispiel zeigen: einfache Sprache, klare Bilder, ruhige Stimme)	Beamer, Beispielvideo
25 Min	Gruppenarbeit	- Thema wählen (z. B. Mülltrennung, Fahrrad statt Auto) - Text für Voiceover schreiben (10–12 Sätze) - Storyboard skizzieren	Gruppenarbeit (3–4 SuS), Tablets oder Papier
5 Min	Präsentation	Erste Ideen kurz im Plenum vorstellen	Plenum, Feedbackrunde

Kompetenzen (Bildungsstandards + Medienbildung)

Sprachliche Kompetenzen:

- Sprechen: Präsentieren einfacher Inhalte in freier Sprache (Voiceover)

- Schreiben: Verfassen kurzer, strukturierter Texte

- Hörverstehen & Leseverstehen: Verstehen authentischer Materialien

- Wortschatzarbeit: Umweltbezogenes Vokabular (z. B. pollution, recycle, save energy, etc.)

Medienbildung:

- Recherchieren und Auswerten digitaler Inhalte
- Planen und Gestalten eines digitalen Produkts (Video)
- Aufnehmen und Bearbeiten von Tonspuren (Voiceover)
- Urheberrecht (Bilder, Musik) beachten

Soziale Kompetenzen:

- Teamarbeit: Kooperieren in Kleingruppen
- Selbstorganisation: Aufgaben verteilen, Fristen einhalten
- Feedback geben und annehmen

Hier sind die Arbeitsmaterialien passend zum Unterrichtsplan „What can I do for the environment?":

1. Vokabelliste – Umwelt und Umweltschutz (für das 4./5. Lernjahr, B1-Niveau)

English Word / Phrase	German Translation
environment	Umwelt
pollution	Verschmutzung
to recycle	recyceln, wiederverwerten
to save energy/water	Energie/Wasser sparen
to reduce waste	Müll reduzieren
to protect nature	die Natur schützen
reusable bag/bottle	wiederverwendbare Tasche/Flasche
public transport	öffentliche Verkehrsmittel
to ride a bike	Fahrrad fahren
climate change	Klimawandel
to plant a tree	einen Baum pflanzen
to avoid plastic	Plastik vermeiden
to turn off the lights	das Licht ausschalten

2. Arbeitsblatt 1: Einstieg & Wortschatzarbeit

Teil A – Brainstorming (Think-Pair-Share):

1. What harms the environment? Write down at least 3 things.

   -

   -

   -

2.

3. What can we do to help the environment? Write down at least 3 ideas.

   ○

   ○

   ○

4.

Teil C – Mini-Quiz (Multiple Choice):

Which of the following helps the environment? Tick the correct answers:

- leaving the water on while brushing your teeth
- using a reusable water bottle
- throwing plastic in the forest
- riding your bike to school
- turning off lights when leaving the room

3. Arbeitsblatt 2: Video-Planung & Skript

Gruppenarbeit – Work in your group (3–4 students):

1. Choose your topic:

(Tick one or write your own)

- Reducing plastic
- Recycling
- Saving energy or water
- Using public transport or bikes
- Other: _____

2. Make a plan: Storyboard

Draw 4 scenes of your video. Add a short description.

Scene	Drawing	What happens / What will you say?
1		
2		
3		
4		

3. Write your Voiceover Text:

- Sentence 1: _____
- Sentence 2: _____
- Sentence 3: _____
- … (up to 10–12 sentences)

4. Checkliste für das Video

Before you record:

- We chose one clear topic
- We used at least 8 full English sentences
- We checked grammar and pronunciation
- We have a clear structure (beginning – middle – end)
- Our images/video scenes fit our text
- We speak clearly and slowly in the voiceover
- We respect copyright (only free images/music)

Sample Video Script – What can I do for the environment?

Topic: Reducing plastic and saving the environment

Scene 1: At home – too much plastic
  Voiceover: "Every day, we use a lot of plastic. Plastic bottles, plastic bags, plastic packaging…"
  Visual: Show someone unpacking groceries – lots of plastic everywhere.

Scene 2: The problem – plastic in nature
  Voiceover: "Plastic harms the environment. Animals eat it or get stuck in it."
  Visual: Picture or drawing of a turtle with plastic in nature.

Scene 3: What we can do
  Voiceover: "But we can help! Use a reusable bottle and recycle."
  Visual: Student with metal bottle and recycling bin.

Scene 4: Call to action
  Voiceover: "Every small step helps. Let's protect our planet – together!"
  Visual: Group of smiling students with a globe or signs.

Arbeitsblatt – What can I do for the environment?

Teil A – Brainstorming

1. What harms the environment? Write down at least 3 things:
- _____
- _____
- _____

2. What can we do to help the environment?
- _____
- _____
- _____

Teil B – Mini-Quiz

Tick what helps the environment:
[ ] using a reusable water bottle
[ ] throwing plastic in the forest
[ ] riding your bike to school
[ ] turning off lights when leaving the room

4 Role plays : Climate Conversatuon

Betreff

Climate Conversation Role Play - A2 Level (for 13-14-year-old students)

These role plays will help students practice discussing climate change-related topics while learning about ways to help the environment in a simple, understandable way.

Role Play 1: "Why is Recycling Important?"

Characters:

1. **Emily** - cares a lot about recycling and the environment.

2. **Tom** - doesn't think recycling is very important.

3. **Sarah** - is unsure about recycling but wants to learn more.

Setting: In the school cafeteria, the friends are having lunch and talking about recycling.

Dialogue:

- **Emily**: "Hey guys, did you recycle your lunch wrappers today?"

- **Tom**: "No, I didn't. Does it really make a difference?"

- **Emily**: "Of course! Recycling helps reduce waste and saves energy. If we don't recycle, all the trash goes to landfills."

- **Sarah**: "I don't know much about it. How does recycling save energy?"

- **Emily**: "Well, when we recycle things like paper or plastic, we can use them again. It takes less energy to make new things from recycled materials."

- **Tom**: "But I only have one plastic bottle. Does it really matter?"

- **Emily**: "Yes! Every little bit helps. If everyone recycles, it makes a big difference."

- **Sarah**: "I think I'll start recycling more. It sounds like a good idea."

Role Play 2: "How Can We Save Energy at Home?"

Characters:

1. **Max** - wants to learn how to save energy at home.

2. **Sophia** - knows a lot about energy-saving tips.

3. **Liam** - isn't sure if saving energy is really important.

Setting: The friends are working on a school project about energy conservation.

Dialogue:

- **Max**: "We have to write about saving energy at home. What are some ways to do that?"

- **Sophia**: "Well, we can start by turning off the lights when we leave a room."

- **Liam**: "That's so simple! Does it really help?"

- **Sophia**: "Yes! If everyone turns off lights when they're not needed, we can save a lot of electricity."

- **Max**: "What else can we do?"

- **Sophia**: "You can also unplug chargers when you're not using them. And don't leave the TV or computer on if no one is watching."

- **Liam**: "That makes sense. I always leave my phone charger plugged in, but I'll stop."

- **Max**: "I'll try turning off the lights more often. Every small action helps, right?"

- **Sophia**: "Exactly!"

Role Play 3: "Walking or Driving to School?"

Characters:

1. **Lucas** - prefers walking to school.

2. **Mia** - usually drives to school with her parents.

3. **Alex** - is thinking about walking more but doesn't know if it's worth it.

Setting: The friends are talking on their way to school.

Dialogue:

- **Lucas**: "I walk to school every day. It's good for the environment."

- **Mia**: "I usually take the car. It's faster."

- **Lucas**: "But cars make a lot of pollution. If more people walked, there would be less pollution in the air."

- **Alex**: "I never thought about that. I live close to school. Maybe I should walk too."

- **Mia**: "I like driving because it's easy, but walking sounds better for the planet."

- **Lucas**: "Yes, and it's good exercise too!"

- **Alex**: "I think I'll try walking more often. It's healthy and helps the environment."

Role Play 4: "The Importance of Trees"

Characters:

1. **Anna** - loves trees and wants to plant more.

2. **Ben** - doesn't understand why trees are important.

3. **Olivia** - is interested in how trees help with climate change.

Setting: The friends are talking after school in a park.

Dialogue:

- **Anna**: "Look at all these trees! Aren't they beautiful?"

- **Ben**: "Yeah, but why do we need so many trees?"

- **Olivia**: "Trees help clean the air. They take in carbon dioxide and give out oxygen."

- **Anna**: "Exactly! And they help cool the planet by absorbing CO_2, which is a big cause of climate change."

- **Ben**: "Oh, I didn't know that. So, planting more trees helps fight climate change?"

- **Anna**: "Yes! That's why we should plant more trees whenever we can."

- **Olivia**: "I think I'll join the tree-planting event at school. It sounds like a good way to help."

- **Ben**: "Maybe I'll help too. I want to do something good for the planet."

Einkaufszettel 1 / Shopping List 1

- 1 Bund glatte Petersilie / **1 bunch of flat-leaf parsley**
- 1 Rotkohl / **1 red cabbage**
- 3 Äpfel / **3 apples**
- 2 Möhren / **2 carrots**
- 1 Zwiebel / **1 onion**
- 1,5 kg Kartoffeln / **1.5 kg potatoes**

🛒 **Task 1: Seasonal & Regional Detectives**

Find out which of the ingredients on your shopping list are currently in season in this region.

(Ask a vendor or look for signs that indicate regional products. Take a photo or write down the information you find.)

📊 **Task 3: Price vs. Sustainability**

Compare the price of a regional & seasonal product with one that has been imported.

(Discuss in your group: Why do you think there is a difference? What impact does this have on sustainability?)

___

Einkaufszettel 2 / Shopping List 2
- 2 Äpfel / **2 apples**
- 1 Salatgurke / **1 cucumber**
- 3 Möhren / **3 carrots**
- 1 Zwiebel / **1 onion**
- 1,5 kg Kartoffeln / **1.5 kg potatoes**

📍 **Task 2: The Food's Journey**

Try to find the most locally grown option for each ingredient.

(Choose three items from your shopping list and ask the vendor where they come from. How far have they traveled?)

🥕 **Task 4: The Best Pick**

Find the freshest-looking vegetables and fruits from your shopping list.

(What signs do you look for? Share your best picks with the group and explain your choice.)

___

Einkaufszettel 3 / Shopping List 3
- 1 Bund glatte Petersilie / **1 bunch of flat-leaf parsley**

- 2 Zitronen (unbehandelt) / **2 untreated lemons**
- 2 Äpfel / **2 apples**
- 3 Möhren / **3 carrots**
- 2 Zwiebeln / **2 onions**
- 1,5 kg Kartoffeln / **1.5 kg potatoes**

👂 Task 5: Vendor Interview

Ask a vendor:
- How do they choose the products they sell?
- Do they prefer local farmers?
- What is their favorite seasonal product right now?

(Take notes or make a short video if possible!)

🎨 Task 6: Colorful Food Art

Arrange your purchased items in the most colorful and aesthetic way possible.
(Take a creative photo that represents "seasonal & regional food.")

———

Einkaufszettel 4 / Shopping List 4
- 1 Zitrone (unbehandelt) / **1 untreated lemon**
- 1 Knolle Knoblauch / **1 bulb of garlic**
- 3 Äpfel / **3 apples**

- 2 Möhren / **2 carrots**
- 1 Zwiebel / **1 onion**
- 1,5 kg Kartoffeln / **1.5 kg potatoes**

💡 Task 7: Sustainable Swap

Find one alternative product that could replace an imported ingredient to make your shopping list even more sustainable.
(Share your suggestion with the group!)

🤝 Task 8: Mystery Ingredient

Find a regional or seasonal ingredient that is not on your list but looks interesting.
(Ask a vendor how it can be used in cooking. Bonus: Take a photo!)

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So bekommt jede Gruppe eine abwechslungsreiche Kombination aus Einkaufs- und Erkundungsaufgaben. Falls du noch Änderungen brauchst, sag Bescheid!

Goosechase – Green Steps in Bergen

For this task, you must complete the assignments below in your groups. You have two hours to complete the tasks. When you have completed all of the tasks, the Norwegian member of your team will send your contributions to a member of the Norwegian team. All groups must bring a bag of bottles with them (this will be provided by the Norwegian team). At 15.00, you must all meet at the blue rock (den blå steinen) - The Norwegian team member will guide you there.

Historical postcard at Bryggen: Take a picture at Bryggen where you pose as if you are people from the middle ages shopping or working at Bryggen.	**Living statue at Torgallmenningen:** Take a picture of at least one member of your group pretending to be a statue at Torgallmenningen	**Den Blå Steinen:** Take a picture of the whole group by the blue rock in downtown Bergen. This is our final destination, so you should take this picture at the end	**Green transport in action:** Take a picture of at least two members of your group by the city tram (Bybanen).
Recycling bottles: Take a picture of at least one member of your group recycling the bottles you were given. Use the money to buy a snack for your group.	**Waste sorting and recycling:** Take a picture of at least two members of your group by a waste disposal system (Boss-sug).	**Defence at Bergenhus fortress:** Take a picture of at least two members of your group posing as knights defending the fortress by the entrance to Bergenhus Fortress.	**Urban Green Spaces:** Take a picture of all of your group members in the flower pavilion (Blomster-paviljongen).
A work of art: Find an appropriate place in town where you take a picture imitating a famous piece of art (for example Munch's Scream at Bryggen).	**The stairs to the Johannes' Church:** Take a picture at the bottom of the stairs toward the Johannes' church where you look exhausted just thinking about climbing all of the steps.	**Eco-friendly urban planning:** Take a picture showing either a bike or pedestrian road, where cars are not allowed.	**Wildlife and biodiversity:** Capture a picture of birds or other animals in Bergen's city centre
Sustainable fashion & Ethical consumption: Take a picture of a thrift store, clothing repair shop or ethical fashion brand. If you cannot find one, identify a store which uses "fast fashion" and take a picture of the store while showing a thumbs down.	**Sustainable living:** Find a building which features some form of sustainability (such as solar panels) and take a picture of that.	**Sustainable travel:** Find someone riding a bike and ask to take a picture with them and their sustainable way of travelling.	**Group picture:** Take a group picture of all members of your group having a good time together.

Sustainable travel

For this task, you will do some research as a group and then create a poster which you will use to present your findings to the other Erasmus students and teachers. You will be doing the first part of the task on your walk from Rothaugen to Strømgaten (you should be at Strømgaten no later than 13.30). The second part will be done at Strømgaten from approximately 13.30-14.00. You will present your findings to the students and teachers at 14.00.

Part 1

On your walk from Rothaugen to Strømgaten you must find people to ask the questions below. Try to find at least 5-6 different people to ask. Remember to write down the answers the people give you. Make sure to introduce yourselves by saying where you are from and that you are part of an Erasmus project called Green Steps.

1) How old are you?
2) Do you live in the city center of Bergen or outside of town? If you are asking a tourist, ask if they live in a city or in the countryside.
3) How often do you travel by car? If you travel by car, what is the most common reason for doing so?
4) How often do you travel by bus? If you travel by bus, what is the most common reason for doing so?
5) How often do you travel by train? If you travel by train, what is the most common reason for doing so?
6) How often do you travel by plane? If you travel by plane, what is the most common reason for doing so?
7) How often do you travel by bicycle? If you travel by bicycle, what is the most common reason for doing so?

Part 2

Your task is to create a poster (A3) where you present your findings from the interviews and your thoughts on sustainable travel. When presenting your findings, you could for example illustrate the types of transport that were most common for the people you asked, some statistics regarding the answers you received or if there were any commonalities between people (for example – did the people who live outside of town use the bus more?).

Before creating your poster, look at the information on the next page from https://ourworldindata.org/travel-carbon-footprint. Is there anything there you could include to present how we can travel sustainably?
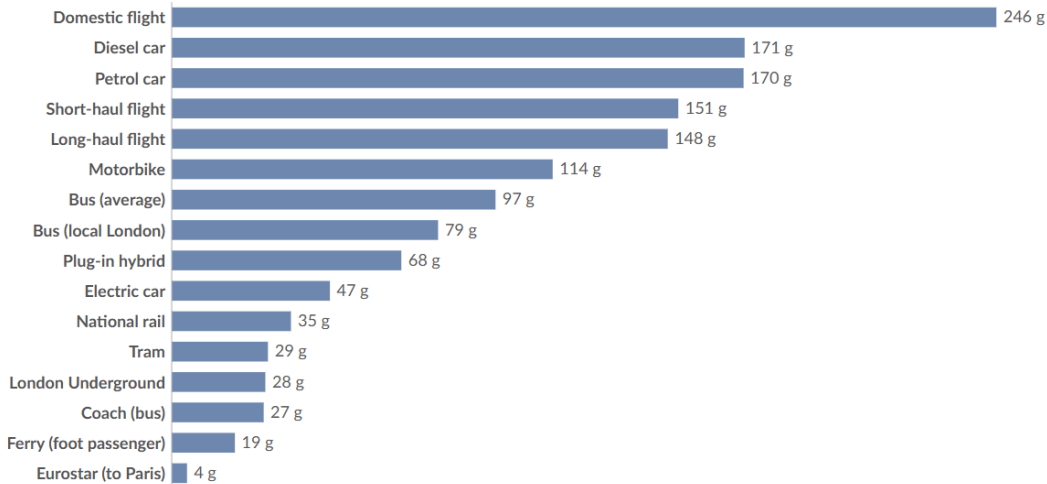
Carbon footprint of travel per kilometer, 2022

The carbon footprint of travel is measured in grams of carbon dioxide-equivalents per passenger kilometer. This includes the impact of increased warming from aviation emissions at altitude.

Our World in Data

| ⊞ Table | ⊯ Chart | | ✎ Edit countries and regions |

Transport	Emissions
Domestic flight	246 g
Diesel car	171 g
Petrol car	170 g
Short-haul flight	151 g
Long-haul flight	148 g
Motorbike	114 g
Bus (average)	97 g
Bus (local London)	79 g
Plug-in hybrid	68 g
Electric car	47 g
National rail	35 g
Tram	29 g
London Underground	28 g
Coach (bus)	27 g
Ferry (foot passenger)	19 g
Eurostar (to Paris)	4 g

Data source: UK Government, Department for Energy Security and Net Zero (2022) – Learn more about this data
Note: Official conversion factors used in UK reporting. These factors will vary across countries depending on energy mix, transport technologies, and occupancy of public transport. Data for aviation is based on economy class.
OurWorldinData.org/transport | CC BY

Some general takeaways on how you can reduce the carbon footprint of travel:

- Walk, cycle, or run when possible — this comes with many other benefits, such as lower local air pollution and better health;

- Trains are nearly always the winning option over moderate-to-long distances;

- If travelling internationally, going by train or boat is lower-carbon than flying;

- Electric vehicles are nearly always lower-carbon than petrol or diesel cars. The reductions are greatest for countries with a cleaner electricity mix;

- If traveling domestically, driving — even if it's alone — is usually better than flying;

- Car-sharing will massively reduce your footprint — it also helps to reduce local air pollution and congestion.

You must include the names of the participants in your group on the poster.

Part 3

Your group will present your poster to the other participants (students and teachers).

Vokabelliste – What can I do for the environment?

English	Deutsch
environment	Umwelt
pollution	Verschmutzung
to recycle	recyceln, wiederverwerten
to save energy/water	Energie/Wasser sparen
to reduce waste	Müll reduzieren
to protect nature	die Natur schützen
reusable bag/bottle	wiederverwendbare Tasche/Flasche
public transport	öffentliche Verkehrsmittel
to ride a bike	Fahrrad fahren
climate change	Klimawandel
to plant a tree	einen Baum pflanzen
to avoid plastic	Plastik vermeiden
to turn off the lights	das Licht ausschalten

Storyboard & Checkliste – What can I do for the environment?

1. Plan your video – Storyboard

Choose your topic (tick one):
[ ] Reducing plastic   [ ] Recycling   [ ] Saving energy or water
[ ] Using bikes/public transport   [ ] Other: _____

Draw 4 scenes of your video and write a short description for each:

2. Voiceover Video – Checklist

[ ] We chose one clear topic
[ ] We used at least 8 full English sentences
[ ] We checked grammar and pronunciation
[ ] We have a clear structure (beginning – middle – end)
[ ] Our images/video scenes fit our text
[ ] We speak clearly and slowly in the voiceover
[ ] We respect copyright (only free images/music)