## Objectives of Activities
Students will be able to:

<table>
<thead>
<tr>
<th>Task</th>
<th>Resources/ Technology</th>
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| Students see the hypothesized conditions over the next century in the U.S. cities and to help them realize that this may happen if we don’t face this problem seriously. | The Huffington Post (08/26/2013) 14 U.S. Cities That Could Disappear Over The Next Century, Thanks To Global Warming [http://www.huffingtonpost.com/2013/08/26/global-warming-flooding_n_3799019.html](http://www.huffingtonpost.com/2013/08/26/global-warming-flooding_n_3799019.html)  
| Students write what they feel/realize are influences of global warming in their own life, and post their thoughts on Padlet. | Padlet [https://padlet.com/my/dashbo](https://padlet.com/my/dashbo) (Teacher will create a page and share the link with students.) |

### Part 1: Pre-activities

**<Warm-up>**
- Hypothesize what will happen in San Diego (where they live now) if the global warming continues.

### Part 2: Global Warming

**<Brainstorming>**
1.3.
- Reflect their own life in regards to global warming.
- Share their opinions in Japanese in writing.

**<Reading>**
2.1.6. - 2.1.7.
- Read culturally authentic materials and obtain necessary information by utilizing given illustrations.

- Students read culturally authentic materials and understand the contents, not only by written texts, but also interpreting illustrations.

- Source: Japan Center for Climate Change Actions [http://www.jcca.org/chart/chart01_01.html](http://www.jcca.org/chart/chart01_01.html)
- Source: NHK Eco-channel [http://www.nhk.or.jp/eco-channel/jp/ipcc/question1.html#qus01_1](http://www.nhk.or.jp/eco-channel/jp/ipcc/question1.html#qus01_1)
### Part 3: Eco Life

<table>
<thead>
<tr>
<th>Collaboration, analyzing and finding information, interpersonal communication</th>
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<tbody>
<tr>
<td>2.1.11.</td>
</tr>
<tr>
<td>・ Analyze information obtained in the class, and express own opinions in a target language.</td>
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<tr>
<td>2.2.7-2.2.8.</td>
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</tbody>
</table>
| ・ Research about the target topic.  
・ Share and explain finding with group members. |
| Think-Pair-Share |
| Think: Students think individually  
Pair: Students work in pairs and discuss their thoughts  
Share: Students pairs share their ideas with a large group |

<table>
<thead>
<tr>
<th>Collaboration, analyzing information, interpersonal communication</th>
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<tbody>
<tr>
<td>By gathering all information in the covered section, students explain what global warming means and hypothesizing what they should do to prevent this situation in the future.</td>
</tr>
<tr>
<td>Jigsaw</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaboration, analyzing, interpersonal and interpretive communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1. - 3.1.4.</td>
</tr>
</tbody>
</table>
| ・ Compare and contrast their opinions.  
・ Categorize things logically. |
| Students reflect on their own eco life and compare what they do with the classmates.  
Students can adapt others ideas through discussion.  
Students have opportunities to read comments written in Japanese by other students. |
| Stormboard  
https://stormboard.com  
(up to 10 people can post on a storm.) |
<table>
<thead>
<tr>
<th>Reading</th>
<th>Collaborative writing/Making a poll: Google slides and Poll Everywhere</th>
<th>Collaborative writing/Making a poll: Google slides and Poll Everywhere</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.2.</td>
<td>• Read culturally authentic materials and obtain necessary information by writing and illustrations.</td>
<td>Students read authentic material of Japanese eco life. Pictures can be used as hints for them to understand the contexts without mastering every single words on the site.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Source: Tokushima no Kankyo <a href="http://www.pref.tokushima.jp/">http://www.pref.tokushima.jp/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poll Everywhere <a href="https://www.polleverywhere.com">https://www.polleverywhere.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use Poll Everywhere on Google Slides to collect data in the class. In order to use this function, we must use Google Chrome.</td>
</tr>
<tr>
<td>3.3.3.</td>
<td>• Visualize the consequences from their own actions.</td>
<td>Find out how much oil can be saved by not accepting (using) plastic bags at stores.</td>
</tr>
</tbody>
</table>
# Part 4: Mottainai

### 4.1.1. - 4.2.3.
- Develop curiosity on this topic.
- Identify, describe, and analyze cultural perspective and phenomena.
- Compare and contrast similarities and differences between one’s own culture and Japanese culture in regards of the concept of waste.

### 4.3.1. - 4.3.3.
- Compare and contrast similarities and differences between one’s own culture and Japanese culture in regards to the concept of waste.

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Students read the website about *Mottainai* and watch Wangari Maathai’s interviews to understand her messages toward this movement.

Source: MOTTAINAI  
[http://www.mottainai.info/jp/about/](http://www.mottainai.info/jp/about/)

Source: NHK Eco-channel  
[http://www.nhk.or.jp/eco-channel/jp/biography/03_maathai.html](http://www.nhk.or.jp/eco-channel/jp/biography/03_maathai.html)

YouTube Videos  
[https://www.youtube.com/watch?v=4Ks1YftUE5c](https://www.youtube.com/watch?v=4Ks1YftUE5c)  
[https://www.youtube.com/watch?v=KMw-fP_GRP8](https://www.youtube.com/watch?v=KMw-fP_GRP8)

Students listen to the song, called “Mottainai baasan ondo.” They will analyze Japanese views on *Mottainai* and reflect on their own culture.

YouTube Video  
[https://www.youtube.com/watch?v=NQZy_MsgNrM](https://www.youtube.com/watch?v=NQZy_MsgNrM)

Lyrics  
[http://hoick.jp mdb/detail/13544/もったいないばあさん音頭](http://hoick.jp mdb/detail/13544/もったいないばあさん音頭)

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### 4.4. Cultura - Cultural Comparison

- Compare and contrast similarities and differences between one’s own culture and Japanese culture in regards of the concept of waste.
- Express one’s opinions clearly.
- Articulate how one’s cultural perspectives and biases are shaped by one’s own experiences.
- Acknowledge the multiplicity of cultural views.

<Formative Assessment>

#### 4.5. Finding Mottainai on Campus

- Evaluate the facts based on other culture’s perspectives.

Students walk around campus and take pictures of situations/objects, which are Mottainai according to the Japanese belief. Report the Mottainai condition of UCSD to your classmates.

Cultura

Word Association: Mottainai (waste)

Sentence Completion:
When do you feel “Mottainai” in your daily life in the U.S.?

Presentation Format
(Students can choose their presentation tool.)
PPT/ Keynote
Prezi: [https://prezi.com](https://prezi.com)

### Part 5: Invention

#### 5.1. - 5.2.

- Observe the existing ideas and explain how they are made in Japanese.

Students look at the pictures and talk with their partner about how old reusable items were used for new inventions.

Source: Mashimaro (Recycling ideas) [http://masi-mar.com/det/6950](http://masi-mar.com/det/6950)

<Invention>

- Create an item by using reusable materials.
- Explain how their item was made in Japanese.

Students invent one item by using items which are not being used. This activity helps students to realize that those unused items are not necessarily trash.
**<Critical Friends Protocol>**

- Evaluate students’ idea and opinions, and give feedback in a professional and academic manner.
- Listen to others’ opinions and critique one’s own ideas and work.

**<Formative Assessment>**

- Present ideas in logically acceptable sequences.

| Students can deliver both positive and negative feedback by using given structures. |
| After receiving feedback from classmates, students will refine their ideas and create an actual item. All students will bring an actual item to the class and present it. |

**Part 6: Connection to the Community**

**<Webquest>**

- Research existing community based activities for recycling and ecology in Japanese (the target language).

| Students can look up more sources by researching on the internet. By giving these resources, they will be able to see some examples of activities and have better understanding for the expectations for the project. |
| Source: |


4. Planting trees [http://www.earthday.org/earth-day/earth-day-theme/](http://www.earthday.org/earth-day/earth-day-theme/)
**<Collaborative writing/Deciding the project: Google Docs>**

- Share ideas and select the most appropriate project in a given situation (considering for locations, time, needs of the community, etc.).

**<Summative Assessment>**

- Carry out the final plan (organize an event, make a brochure, make an online presentation, etc.) and deliver it to the community.

This project will be collaboratively carried out by all class members. Each student has a specific task to contribute to the project, and the teacher needs to closely monitor their progress. Students will record their logs on Google Docs so that all members can share levels of progress.

Tool: Google Docs
https://www.google.com/docs/about/