Title: "Weathering the words: Talking about forest fires and extreme weather"

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Short description: In this lesson, A2/B1 learners will explore the vocabulary of extreme weather, focusing on forest fires. Through interactive video activities, discussions, and creative tasks, students will develop practical language skills for discussing real-world environmental issues.

Languages activity is designed for: German, adaptable to other languages.

Age group: 11-18+

Level: A2, B1

Learning outcomes:
By the end of this lesson, A2/B1 learners will be able to:

1. **Understand and use key vocabulary** related to extreme weather and forest fires, including words like *Waldbrand*, *trocken*, and *Feuerwehr*.
2. **Comprehend and respond to simple spoken and written texts** on the topic of extreme weather, including a video about extreme weather events.
3. **Engage in basic discussions** about the causes, consequences, and prevention of forest fires, using appropriate vocabulary and structures.
4. **Complete written tasks** such as gap-fill exercises and short texts about extreme weather, demonstrating control over the new vocabulary.
5. **Create and present a poster or infographic** on the topic of forest fire prevention, applying the vocabulary and concepts learned during the lesson.

Skills: Listening, Speaking, Reading, Writing, Interaction, Vocabulary, Mediation.

ICT tools used:
- Mentimeter
- EdPuzzle:

- - Link for colleagues [see Annex 1]: https://edpuzzle.com/media/6742fd8b2904b2d50ed17556
  - Link for using / sharing with: students: https://edpuzzle.com/media/6742fd8b2904b2d50ed17556
- Canva / Google Slides / Microsoft PowerPoint
- Video Platform: ZDF Logo! https://www.zdf.de/kinder/logo/extremwetter-einfach-erklaert-100.html
- Google Forms

Duration in minutes: 120+

Timing: Approximately 3-4 sessions of 45-50 minutes.

Description of each stage of the activity:
Session 1:
1. Introduction to the Topic (10–15 minutes)
Learners talk about different types of weather and extreme weather, activating prior knowledge. (Mind maps / pictures)
2. Vocabulary Matching (10–15 minutes)
In pairs, learners match vocabulary with definitions related to forest fires such as *Waldbrand*, *trocken*, or *Feuerwehr.*
3. Watching the Video with EdPuzzle (20–25 minutes)
They then watch a video on *ZDF logo!* on extreme weather. Using EdPuzzle (links above), they answer interactive questions to reinforce vocabulary and comprehension.

Session 2:
1. Gap-filling Exercise (15–20 minutes)
Learners do a gap-filling activity using a simplified text about forest fires, reinforcing vocabulary usage.
2. Group Discussion (20–25 minutes)
Guided by the teacher, learners discuss the causes, consequences, and prevention of forest fires, using the newly learned vocabulary. They share their answers with the class. (If necessary, learners can previously prepare flashcards with relevant topics)
3. Poster/Infographic Creation (start) (15–20 minutes)

Learners design a poster or infographic about forest fire prevention, using vocabulary, appealing slogans and key ideas from the lesson.

Session 3:
1. Poster/Infographic Creation (finish) (25–30 minutes)
Learners finish their posters or infographics, preparing for a short presentation.

2. Presentations and Discussion (15–20 minutes)
Groups present their posters to the class, explaining their ideas about forest fire prevention using the target vocabulary. After that, they receive some informal peer and teacher feedback.

3. Assign Homework (5–10 minutes)
Individually, learners write a short text about an extreme weather event, using at least five newly learned vocabulary words.

Suggestions for learner assessment/self-assessment/feedback/peer feedback:
It is possible to create a rubric to score each element of the lesson sequence, using a 1–5 scale (or similar), with the following criteria:

Criteria	1 - Needs Improvement	2 - Developing	3 - Satisfactory	4 - Good	5 - Excellent
Vocabulary Usage	Little to no use of new words	Some new words used, but many errors	Adequate use, some errors	Good use, few errors	Excellent use of target words
Comprehension	Struggled to understand content	Some comprehension	Adequate understanding	Good comprehension	Full comprehension
Collaboration/Interaction	Little collaboration	Some collaboration, but passive	Participates with peers	Actively engages	Excellent group contribution
Creativity (Poster)	Lacks creativity and clarity	Limited creativity	Clear but minimal creativity	Creative and clear	Very creative and well-designed
Fluency (Speaking)	Struggles to express ideas	Can express basic ideas, but hesitant	Communicates adequately	Clear, mostly fluent	Fluent and engaging

Post-evaluation of the activity: You can gauge learning success by using the following material:

Quick Exit Survey:

- At the end of the sequence, hand out a brief survey (on paper or through a digital tool like Google Forms). Keep the questions simple and specific, such as:
    - *Which activity helped you learn the most? (e.g., video, discussion, poster creation, etc.)*
    - *What was the most challenging part of the lesson?*
    - *Do you feel more confident using the new vocabulary? Why or why not?*

Personal comments from the authors: Some ideas in this learning activity have been powered by AI.
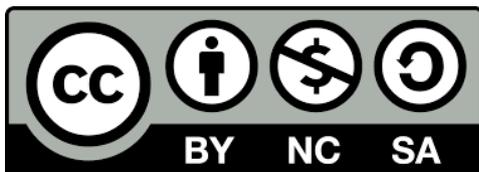
Use of ICT in support of language teaching and learning

Annex 1: Edpuzzle activity

Extremwetter_ Das kann es anrichten

Alexandra Fidalgo

This is a preview. Your answers won't be saved ✕

💬 OPEN-ENDED QUESTION

Have you ever experienced any kind of extreme weather?

Type your answer here

Rewatch   Skip   Submit

Extremwetter_ Das kann es anrichten

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▤ MULTIPLE-CHOICE QUESTION

What does "Extremwetter" mean?

☐ Normal weather

☐ Extreme weather

☐ Hot weather

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💬 OPEN-ENDED QUESTION

Name one type of extreme weather you know in your region.

Type your answer here

Rewatch   Skip   Submit

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💬 OPEN-ENDED QUESTION

Why are extreme weather conditions dangerous for people and animals?

Type your answer here

Rewatch   Skip   Submit

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▤ MULTIPLE-CHOICE QUESTION

Extreme weather happens more often due to climate change.

☐ Correct

☐ False

Rewatch   Skip   Submit

Extremwetter_ Das kann es anrichten

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💬 OPEN-ENDED QUESTION

How can people protect themselves from forest fires?

Type your answer here

Rewatch   Skip   Next question