Instructor Manual

ExploringSocioscientific Issues in Language Classrooms

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Introduction

This instructor manual provides guidance on how to implement socioscientific issues (SSI) in language classrooms with a special focus on the topic of life with COVID-19 and eco-friendly travel.

Socioscientific issues have been termed by Sadler (2004) to emphasize the connection between science and society in STEM education. SSI can serve as meaningful contexts in the STEM curricula as SSI situates learners to solve real-world problems in an integrated manner. Science and technology are deeply rooted in our everyday lives, and we believe that students can and should learn their target languages in authentic contemporary contexts, which are conveyed by science and technology. Moreover, by exploring SSI in a language classroom, students can not only learn the target language as well as cultures of the given communities.

While there are many possible SSI topics that can be incorporated into a language classroom, we focused on the two different topics; life with COVID-19 and eco-friendly travel. The life with COVID-19 curriculum aimed to have students reflect their knowledge of COVID-19 as an SSI, develop second language (L2) skills and strategies related to COVID-19, recognize scientific evidence behind COVID-19 practices, interpret COVID-19 practices as cultural product, apply SSI decision making practices, and create a meme as a sociocultural product related to COVID-19. The eco-friendly travel curriculum aimed to have students plan a trip to South Korea concerning eco-friendly factors, create a digital travel brochure using Thinglink, understand various authentic materials related to environmental issues, develop L2 language skills and strategies regarding environmental issues, and raise awareness of the green benefits and apply scientific and moral reasoning to real-world situations.

In this instructor manual, we provided detailed daily lesson plans, instructions for various activities, and supplementary materials, such as websites, articles, worksheets, student samples, and other teaching materials. We would like you to look through the materials, use the parts that you need, and it would be nice if you could share your ideas and experiences with us in the future.

Topic 1: Life with COVID-19

Class information:

Language Level: KOR201 (low intermediate) Classes: two classes of 25 and 23 students

Class mode: 50min Live online (synchronous online class)

Total time estimate: Total 11 classes including project preparation and presentations

Technology Approach/Requirements: Internet connection, Google slides, Google doc, Desire2Learn (learning management system)

DAILY LESSON PLANS

Topic		Life with COVID-19					
		Activities					
		Pre-day 1					
		Assignment: Writing a COVID-19 related short story Instruction: Please write a short essay for each of the following questions. Q1. How has COVID-19 changed your life? Please tell us your story. Q2. COVID-19 has brought about different perspectives and even severe conflicts; for example, COVID-19 is just a new type of disease like the flu. Please identify three social issues surrounding COVID-19, explain what factors cause such issues and what you think could be solutions to resolve those issues. Please justify why you think in that way.					
		Day 1 (Topic) How Are We Doing with COVID-19					
SLO		Students will be able to: 1. Identify SSI components and practices for decision-making in the context of SSI					
	Opening Remark	 Introduction to SSI-based Language Learning This project is designed to provide opportunities for students to reflect on issues in order to evaluate claims, analyze evidence, and assess multiple viewpoints regarding ethical issues on COVID-19 through social interaction and discourse. 	10 min				

	Students may expect to develop reflective judgment throughout the project. Reflective judgment is the ability to evaluate and process information in order to draw plausible conclusions.				
[Lecture] Lecture on significant practices for decision-making in the context of SSI					
Entire class	Outline 1. Think about an issue with diverse angles! 2. What would be your decision-making in relation to the issue? And Why? 3. For your decision-making, what do you need? (discuss the uses and limitations of data/evidence. 4. Values contributing decisions concerning the appropriateness of the decisions (e.g., responses to the COVID-19) • SSI Components - Complexity - Multiple Perspectives - Inquiry - Skepticism				
Breakout rooms	The instructor gives students some time to read the scenario on the day 1 worksheet (Appendix B-1). As a group, students discuss four questions.	10 min			
Wrap-up	 Students share their group discussion. The instructor introduces the COVID-19 vocabulary list (Appendix A). The instructor asks students to open the vocab list and look through them. Make sure the students know that they do not need to memorize all the words, but just need to get used to them. It is also good to print it out and check the vocabulary whenever they need to and also update new words they learn throughout the project week. 	10 min			
	Assignment for the next class: Check the vocabulary list and choose 10 words that seem the most useful and post them on the D2L discussion section.				

		Day 2 (Topic) Topic introduction - COVID-19		
SLO		Students will be able to: 1. Review and recite knowledge on COVID-19 related words and expressions 2. Interpret and respond to COVID-19 self-assessment questions 3. Articulate their experiences with COVID-19 based on their writing assignment		
	Opening Entire class	Walkthrough the D2L Contents (including daily assignments & a worksheet in-class) and introduce the Final Project Final project information: Creating memes as a pair regarding COVID-19 and providing the reasoning on their decision-making about multiple modes and messages / Composing memes with native Korean speakers in mind as the audience/readers, reflecting what they learned from the analysis of the memes created by native Korean speakers Project Roadmap: KOR201 SSI PROJECT Day 1 (9/11) Day 2 (9/18) Getting used to Covid-19 Covid-19 Covid-19 and providing the reasoning mask I Scenario-evidence behind review of the special distancing measures in Korean Day 10 & 11 (11/12 & 11/13) Final project prep Day 8 & 9 (10/30 & 11/6) Final project prep Day 6 (10/16) Scenario-existing memes Day 6 (10/16) Scenario-existing memes Covid-19 and project prep Day 6 (10/16) Covid-19 discussion Role-play scrivly based on the expressions from day 4 Covid-19 discussion and practice decision-making processes.	10 mins	

Activity 1 Entire class	During the class, the instructor shows the Word Cloud previously made before the class and reviews the words there with the students. Students can also highlight the words that showed up	10 min
	in the Word Cloud in their vocabulary list.	
Activity 2	Self-Assessment: Answering the COVID-19 self-assessment questions	
Entire class	Students open COVID-19 self-assessment questionnaire	

1. 코로나19 환자 또는 밀접접촉자와 만난 적이 있다. *
○ 예
· 아니오
2. 확진환자가 발생 혹은 경유한 병원, 호텔 등을 다녀온 적이 있다. *
o al
O 아니오
3. 보건당국으로부터 격리하도록 안내 받은 적이 있다. *
<u></u> ् व
· 아니오
4. 발열 또는 호흡기 중상 (기침, 호흡곤란 등)이 있다. *
ं व
○ 아닉오
5. WHO는 발열, 기침, 호흡곤란 외에도, 피로, 인후통, 두통, 근육통, 오한, 구토, 코막힘, 설사, 눈 충혈 * 등을 포함시킨다. 최근 이러한 증상을 겪은 적이 있다면 어떤 증상이 있었는지 쓰세요.
Long answer text
6. 최근 14일내 해외 여행을 다녀온 적이 있다. *
이 의 이 의 의 의 의 의 의 의 의 의 의 의 의 의 의 의 의 의
O 아니오

	 Skimming through and answer Students can also find the words that they don't know and highlight them in the vocabulary list. Students answer the questions that they understand. Go over the questions with the instructor The instructor can ask students to translate the questions and help them if there are any parts that they do not know. Based on the discussion, students will answer the rest of the questions and submit their answers. 	
Activity 3 Group (Breakout rooms)	 Students will share their stories of life with COVID-19 based on their writing assignment with their group members briefly in English. Check COVID-19 words on the list while other students share their stories in English. Students will interview each other. The interview topic is about your life under COVID-19. They will use Worksheet Day 2 Interview (Appendix B-2) on D2L. Ask and answer the questions in Korean. After the interviews, they will come back to the main room. One of your members will summarize the interviews in Korean. Required to do: Check/use COVID-19 word list (Appendix A) Use Worksheet Day 2 Interview (Appendix B-2) 	15 min

		Worksheet Day 2 interview questions)	
		인터뷰 해보기	
		한 사람이 기자(reporter)가 되어 학생들을 인터뷰해 보세요. 인터뷰하면서 녹화(recording) 하세요.	
		기자 1. 안녕하세요, 요즘 건강하고 안전하게 지내고 계세요? 2. 코로나 바이러스가 위험하다고 직접 느끼십니까? 3. 코로나 바이러스 발병 이후에 생활에서 어떤 점이 바뀌었습니까? 4. 집에 있으면서 보통 무엇을 하고 있습니까? 5. 코로나 바이러스 발병으로 제일 어려운 점이 무엇입니까? 6. 코로나 바이러스를 예방하려면 어떻게 해야 합니까? 7. 생활이 정상(normal)이 되면 무엇을 하고 싶으세요?	
		● 느끼다 feel 점 aspect/point	
V	Vrap-up	Assignment for the next class:	5 min
		 Read three articles about social distancing Pandemic Fatigue: I-Team: Mapping 70,000 Social Distancing and Mask Complaints Made Across NYC https://www.nbcnewyork.com/news/coronavirus/i-team-mapping-70000-social-distancing-and-mask-complaints-made-across-nyc/2553130/ University of Maryland study shows downward trend in social distancing across the country https://www.nbc12.com/2020/07/29/university-maryland-study-shows-downward-trend-social-distancing-across-country/ Rigid social distancing rules for COVID-19 based on outdated science https://medicalxpress.com/news/2020-08-rigid-social-distancing-covid-based.html Interesting social distancing practices of other countries -> find and post a picture of interesting social distancing practices of other countries and write one descriptive sentence in Korean (Padlet) 	

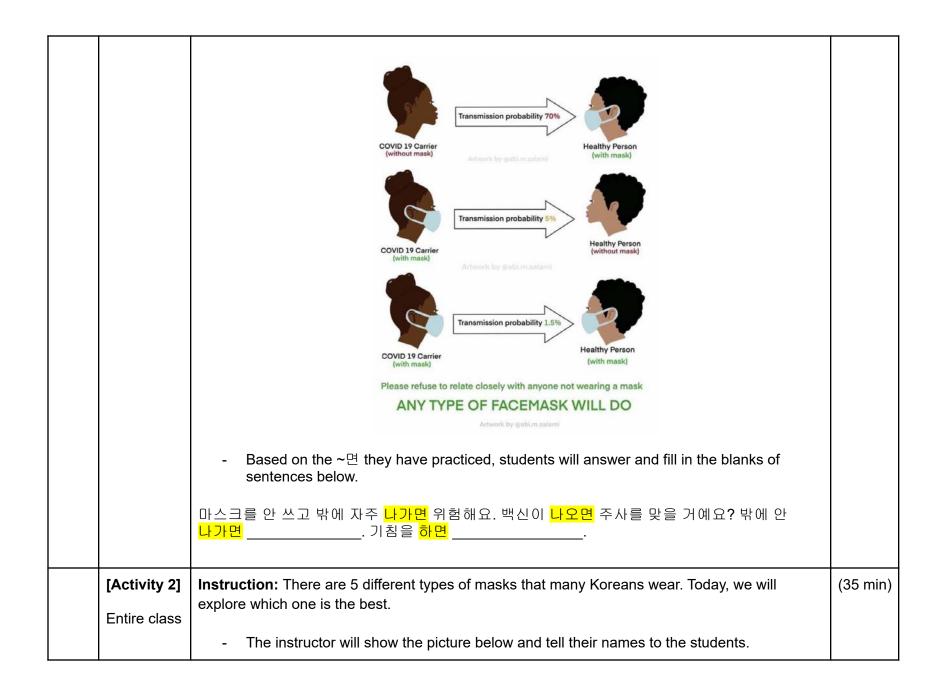
		Day 3 (Topic) How To Respond to COVID-19: Social Distancing and Stay-at-home				
SLO		Students will be able to: 1. Report interesting social distancing practices in Korean 2. Interpret the video regarding social distancing and stay-at-home 3. List important social distancing practices in Korean				
	Opening Entire class 1. The instructor shares the interesting social distancing pictures and sentences that the students have posted and discusses them together. (Student Sample)					
		2. Ask students to summarize the articles they have read as an assignment and share their thoughts on them. The instructor will summarize the main points of the articles and connect the main ideas to what they will learn today. Articles) Pandemic Fatigue: I-Team: Mapping 70,000 Social Distancing and Mask Complaints Made Across NYC				

	https://www.nbcnewyork.com/news/coronavirus/i-team-mapping-70000-social-distancing-and-mask-complaints-made-across-nyc/2553130/ - University of Maryland study shows downward trend in social distancing across the country https://www.nbc12.com/2020/07/29/university-maryland-study-shows-downward-trend-so-cial-distancing-across-country/ - Rigid social distancing rules for COVID-19 based on outdated science https://medicalxpress.com/news/2020-08-rigid-social-distancing-covid-based.html	
[Activity 1] Entire class	YouTube videos on social distancing in Korean ■ '일상생활에서 사회적 거리두기' 꼭 실천해 주세요: https://youtu.be/VxGUXSk8rFE	3 min
	Instruction to students Do not forget to complete the worksheet and upload it to the assignment section. Before we watch the Youtube video, you will do group work on the worksheet (questions 1 & 2)	
	K201 Worksheet Day 3-Social Distancing_Student (Appendix B-3)	

	Worksheet Day 3		
	1. Keyword (Breakout rooms- 15 min)		
	Match the phrases in column A to the most appropriate phrases in column B.		
	Column A 모임, 외식, 여행	Column B 출근하지 말아주세요	
	집이나 주변 환경	건강 거리 지켜주세요	
	손은 비누로 꼼꼼히 씻기	개인 위생 수칙 지켜주세요.	
	발열, 기침, 호흡기 증상	매일 환기하고 소독해 주세요	
	악수보다는 목례	나중으로 연기해 주세요	
2. Main Ideas - Come up with your own title in Korean. 이 캠페인의 제목을 써 보세요.			
	3. 비디오보기 - https://youtu.be/VxGUXSk Go over #1 & 2	<u>8rFE</u> (Whole class - 4 minutes)	
4. Infer the unknown words - guessing meaning from context (6 min) Write down what it means in English.			
	준수하다:		
	신체 접촉:		
	목례:		
	개인 위생 수칙:		
	환기하다:		

	First, connect the keywords to the suggestions, which are the content of the video (#1). Then think about the possible title (in #2) for the video you will watch based on the information you learned from question #1. Let's move to breakout rooms to do the worksheet for Day 3. You can use the COVID-19 vocabulary list to answer the questions.	
Breakout Rooms	Worksheet Day2 - #1 & 2 Students will do the worksheet #1, #2 as a group activity (IPA-Interpretive Mode)	15 min
Entire class	# 3 Watch the video '사회적 거리두기' # 4 Infer the unknown words The teacher will show <u>each picture</u> of the video to go over exercise # 1, 2, and the unknown words.	7 min
Entire class	[Wrap-up] #5 코비드 생활 수칙 말해 보기 (in Korean) Students will share a sentence in Korean about the preventive health habits during COVID-19 based on the video. Just by looking at the picture down below, students can make Korean sentences with grammar elements, such as ~(으)로 거예요, ~지만, ~어서/아서, ~어/아야 되다, ~어/아 주다, ~지 못하다, 때문에, or ~지 마세요.	10 min

	Wrap-up	 Re-emphasize the importance of social-distancing and stay-at-home based on scientific evidence Think about the impacts of social-distancing & stay-at-home on preventing the spread of coronavirus. Assignment for next class) Based on the articles you have read and class discussions/activities about social distancing, post your opinions on social distancing based on the following prompts: How do you practice social distancing? Do you prefer these social distancing practices? Do you think social distancing is an effective preventive measure against COVID-19 infection? Why or why not? Please support your opinion with scientific evidence and various perspectives such as social, political, ethical, economic, psychological, and environmental aspects. Please also justify your opinion by using a few quotes from the articles that you have read (you can refer to the articles that you read either provided in or outside the class). Please upload your essay as a word file (doc) with the following title form: FirstName-LastName_201 Social Distancing.doc 	5 min
		Day 4 (Topic) Wearing a Mask	
SLO		Students will be able to: 1. Describe an infographic about wearing a mask in Korean 2. Examine and discuss different types of masks based on the video	
	Opening	Revisit Day 3 class: In the last class, we discussed social distancing. Today, we will talk about wearing a mask and different types of masks.	1 min
	[Activity 1] Entire class	 Give students some time to look at and understand the image below. Students will describe the image in Korean. Before they say the sentences, they can check the vocabulary list to find the words they need. (Sentence examples: 바이러스 있는 사람/ 기침하면 ~ / 코로나 바이러스 걸린 사람이 마스크를 안 쓰면 70% 더 전염될수 있어요.) 	10 min





- The instructor will ask students to find the Day 4 worksheet and open it (Appendix B-4).

Day 4 Worksheet

성능이 가장 좋은 마스크를 알아보자! 마스크 5종 비교! 어떤 마스크를 써야 가장 안전할까? https://www.youtube.com/watch?v=90SyishwKOU (0:28 - 3:26)

1. Keyword

Choose the mask that best matches each description.



a. KF80 b. <u>방진</u> 마스크 c. 일회용 부직포 마스크 d. 면 마스크 e. KF94 마스크
1._____ 한 번만 사용 할 수 있어요.

2._____ 여러 번 사용 할 수 있어요. <u>침</u>에 있는 바이러스를 <u>막아</u> 쯀 수 없어요.

3.______ 평균 0.6μm 크기의 <u>미세입자</u>를 80% <u>걸러낼</u> 수 있는 마스크 4.______ 평균 0.4μm 크기의 <u>미세입자</u>를 94~99% <u>걸러낼</u> 수 있는 마스크

5.______ 공사 현장에서 사용되는 마스크, KF80 과 KF94의 중간 정도의 성능

2. Infer the unknown words - guessing meaning from context 점:

막다:

걸러내다:

미세입자:

방진:

			able, 1 being the move 've discussed so fa		5 being the least
	KF80	KF94	일회용 부직포 마스크	면 마스크	방진 마스크
예상					
실험 결과					
Please write ir 알다/모르다)	n your own wor	ds what the main	idea is in one or t	wo sentences	(~∟⊼
		nversation witl t을 한국말로 해	n your partner ir 보세요.	n Korean [Br	eakout room]

	Instruction: Please download the worksheet and complete it in class. Turn it in to the assignment section. We will watch a Youtube video regarding an impurity penetration test of masks. Before watching, we will do group work for Q#1 and Q#2 on the worksheet. First, choose the mask that best matches each description. Then, in Q#2, guess the meaning of each word listed and write the meanings that you guess. All words come from the descriptions in Q#1. You can use the COVID-19 vocabulary list (Appendix A) to answer the questions.	
Breakout room	Worksheet Day 4 - Q. 1 & 2 Students will answer Q#1, Q#2 as a group activity: IPA-Interpretive Mode	6 min
Entire class	1. The instructor goes over the answers for questions Q#1 and Q# with the students. [5 min] 2. Based on the description above, please guess and rate the effectiveness of each mask. 어느 마스크가 제일 효과가 좋을까요? • Q. 3 Rating masks [1min] • Watching the YouTube video [3min] https://www.youtube.com/watch?v=90SyishwKOU (0:28- 3:26) • Q. 4 Discussing the actual results, answer the question. [1min] 3. Q. 5 Summarize and explain the content of the video in Korean. [4min] - Give students time to write and share their sentences.	15 min
Breakout Rooms	Students will have a conversation on wearing a mask with a partner while referring to the information in those YouTube videos.	5min

	Worksheet Day 4: Q6 Discussion (in Korean) ■ 마스크를 살 수 없으면, 어떻게 할 거예요? (What would you do if you didn't have any facial masks?) ■ KF80, KF94, 방진 마스크가 없으면, 어떻게 미세입자를 걸러낼 수 있을까요? (If you can't get KF80, KF94, or 방진 마스크, what would you do to effectively filter microparticles and virus coming with it?)	
Wrap up	Reflect on the topic of wearing a mask Think about the social effect of wearing a mask in public Think about how to make an efficient mask on a scientific basis Assignment Article to read: Face Masks Really Do Matter. The Scientific Evidence Is Growing. https://www.wsj.com/articles/face-masks-really-do-matter-the-scientific-evidence-is-growing-115 95083298 Based on the articles you have read and class discussions/activities about the issues with masks in relation to COVID-19, post your opinions on wearing a mask by answering the following prompts: 1. Do you think wearing a face mask is needed for preventing COVID-19 infection? 2. Please think about various aspects such as scientific, social, political, ethical, economic, phycological, and environmental aspects to support your opinion. Please also justify your opinions by using a few quotes from the article that you have read in the course. Please find some additional articles and use quotes from the articles that you found.	4 min

		Day 5 (Topic) Wearing a mask as cultural practice	
SLO		Students will be able to: 1. Examine wearing a mask as cultural practice in South Korea 2. Summarize the results of their research on wearing a mask as cultural practice 3. Do a role play as a pharmacist and a customer	
	Opening	How has the culture of wearing a mask been formed over time in South Korea? Nothing is created out of thin air. Then what kind of experiences have encouraged South Koreans to wear a mask?	3 min
	[Activity 1] Entire class	Instruction: As a group, students will discuss and do research on wearing a mask as a cultural practice in South Korea (15 min), summarize what they have discussed and found on Google slides, and share them with the class (15 min).	2 min
	Breakout Rooms	Research and group discussion on wearing a mask as a cultural practice in South Korea / Students are summarizing what they have found on Google slides. e.g.) wearing masks as fashion e.g.) environment - wearing a mask to prevent negative effects of yellow and fine dust e.g.) health - preventing flu, SARS, MERS virus	15 min

	(Student samples)	
	People started out with using the masks because of sickness. Starting with the Japanese and the spanish flu and then another widespread sickness in Korea. "Face mask culture" in Asia originated in Japan, as the country grappled with the Spanish flu outbreak in 1918. About 100 years later, face mask culture prevails in Japan and many other Asian countries." "Sometimes, the face mask can act as a social firewall, similar to wearing headphones." "Face masks have also acted as accessories for youth. Some are sold in a variety of colors and designs, which can be a fashionable complement to an outfit." (https://www.voanews.com/science-health/coronavirus-outbreak/face-mask-culture-common-east-new-west)	
	Worn to protect identity or to prevent being approached by other people in public, when sick to protect other people against sneezes or coughs, as a fashion statement, or if not wanting to put on makeup. (https://www.voanews.com/science-health/coronavirus-outbreak/not-just-coronavirus-asians-have-worn-face-masks-decades) Prevents breathing in abundant pollen, and also used to prevent weakening of body defenses by exposure to wind. (https://oz.com/299003/a-quick-history-of-why-asians-wear-surgical-masks-in-public/) Can be used to protect lungs from air pollution such as fine yellow dust. (https://lomag.com/yellow-dust-mask-korea/) Fashion statement for teenagers because of idols (2009) (https://www.politico.com/news/magazine/2020/08/11 /what-a-korean-teenage-fashion-trend-reveals-about-the-culture-of-mask-wearing-393204)	
Entire class	 Group presentations with the slides they have created. Wrap-up question: What differences and similarities do you see in the culture of wearing a mask in South Korea and your home culture? 	10 min

[Activity 2] Entire class	Instruction: As a group, students will create a short conversation between a customer who wants to buy a mask and a pharmacist and do a role play. Roleplay instruction: A customer tries to buy masks. He/she asks about the types of masks, their functions, prices, etc, and decides which one to get through the conversation with the pharmacist. Use the contens in worksheet day 4 (Appendix B-4).	1 min		
Breakout Rooms	Students create a short conversation as a group (Student samples)			
	Group 1			
	A (점원): 어서오세요! 뭐 찾으세요?			
	B (손님): 마스크를 찾는데요. 무슨 마스크가 있어요?			
	A: 일회용 부직포마스크, 면마스크, N95 있어요. 방진성 인데 N95 사세요.			
	B: 네. 마스크 한 개 주세요.			
	A: 잠깐만 기다리세요. N95 마스크가 가져다 드릴게요.			
	B: N95 마스크가 얼마예요?			
	A: 한 박스에 5,000 원 이에요.			
	B: 좋아요. 사 주셔서 감사합니다. 수고하세요!			

	Group 6	
	약사: 어서오세요. 뭐 찾으세요?	
	손님:좋은 마스크를 사고 싶어요.	
	약사: 네, 어떤 마스크를 찾으세요?	
	손님: 제일 좋은 마스크 뭐에요? 그리고 얼마에요?	
	약사: 아, KF94마스크는 이만 팔천 오백 팔십 팔 원 이에요.	
	손님: 와! 너무 비싸요. 그럼, 두번째 제일 좋은 마스크가 얼마예요?	
	약사: 방진 마스크가 육백 이십 원 이에요. 방진 마스크가 사고 싶으세요?	
	손님: 네. 방진 마스크 다섯 개 주세요.	
	약사: 네, 금방 갖다 드릴게요.	
Entire class	Students do group role plays and wrap up the class	9 min
	Assignment Students need to complete the day 6 worksheet before the day 6 class (Appendix B-5).	

Day 6 Worksheet

Day 6 worksheet will be graded. So make sure to upload the answered worksheet on D2L. (Assignment after Day 5 before Day 6 class)

Mass Infection: Stores at Risk

Situation

For a couple of months, the virus had not appeared to be widespread among grocery workers and shoppers despite many health experts' concerns. Recently, however, several infection cases among grocery-store workers were reported in City M. According to the city health department report, at least 20 residents started showing flu-like symptoms after visiting the stores where the infected grocery-store workers worked. The city government took this situation as a serious threat to public health and decided to strengthen infection prevention measures during shopping. As one of the follow-up measures the city M government made an order that each store should have their safe shopping guidelines and enforce them.

Currently, you are working as a store manager of a supermarket.

Mission

One of the large grocery supermarket chains G, held an emergency meeting and decided to quickly respond to the government order. As a branch supervisor of G, you need to hear various opinions from customers, store staff, and health & safety officers and create safe shopping guidelines for your store branch. Considering each stakeholder's demands, which may have conflicts, you should embrace their different ideas as much as possible so as to minimize potential complaints and contribute to public health.

Stakeholders' stances & demands

- 1. Health and Safety Officers:
 - "Public health is first and foremost."
 - "If a store will not have appropriate safe guidelines, the city government will shut the store down."
- 2. Customers (Pros)
 - "Reduce the risk of infection while shopping!"
 - "Guarantee the right of health."
- 3. Customers (Cons)
 - "Guarantee the right of shopping freely!"
 - "Even though there is a minor risk, don't make me feel inconvenienced."
- 4. Staff
 - "I need a job during a pandemic and don't want to work, feeling in danger."
 - "I cannot take on heavy workload due to sanitization procedures!"

 -	
[Homework]	
Write an essay in English, including answers to the following questions.	
 How can you summarize the situation within 2~3 sentences? What can be supporting ideas for each group? What can be controversial issues between groups? What guidelines will you make as a store supervisor? Please make at least three guidelines. What is the reasoning behind your guidelines? How will you deliver your decision or message to the customers who might not be in favor of it. 	
ESSAY	
One page or longer	

		Day 6 (Topic) Significant Practices for Decision-making in the Context of SSI		
SLO		Students will engage in the following significant practices under the multiliteracies framework. 1) Situated practice: experiencing the known (reflections) and the new 2) Critical framing: analyzing functionally and critically 3) Conceptualization via overt instruction: naming and theorizing Students will engage in the following significant practices under a SSI framework. 1) Engaging in higher-order practices (argumentation, reasoning, decision-making) 2) Confronting scientific ideas and theories related to the issue. 3) Collecting and/or analyzing scientific data related to the issue. 4) Negotiating the social dimension of the issue.		
	Opening	[Significant Practice] Relating the scientific facts with social behaviors and decision-making Theme: Shopping		
	Revisit Entire class	The instructor will discuss the definition of SSI and the 4 components of SSI reasoning previously discussed on day 1 with the students. SSI lecture PPT 4 COMPONENTS OF SSI REASONING •Complexity - conceptualizing SSI with contextual and multiple factors (e.g., scientific, socio-economic, political, geographical, cultural, technical contexts surrounding COVID-19 and machine translation) •Multiple perspectives - various, well-reasoned positions that may be assumed by interested parties (e.g., governors, medical experts, educators, social workers, and personal views of COVID-19 / companies, engineers, educators, and students' views of machine translation) •Inquiry - SSI are ill-structured problems subject to ongoing investigation with multiple solutions (e.g., needs of more scientific and/or social data on COVID-19 and machine translation) •Skepticism - recognizing contradictions/conflicts among stakeholders around the SSI (e.g., the effect of masks or test kits from two different groups of scientists for COVID-19 / efficacy of machine translation for language learning from two different groups of educators) Sadler et al., (2007)	10 min	

Entire class

In the assignment for the next class, students will be asked to reflect on their previous essay (Day 6 worksheet: Appendix B-5) with the lens of the 4 SSI elements. The instructor will briefly explain what the assignment will be about by showing the Worksheet Day 6 Scenario-Shopping [Review] (Appendix B-6).

8 min

Day 6 Worksheet

Day 6 worksheet will be graded. So make sure to upload the answered worksheet on D2L. (Assignment after Day 6 class)

Mass Infection: Stores At Risk

Reflect on your essay with the lens of the following SSI elements.

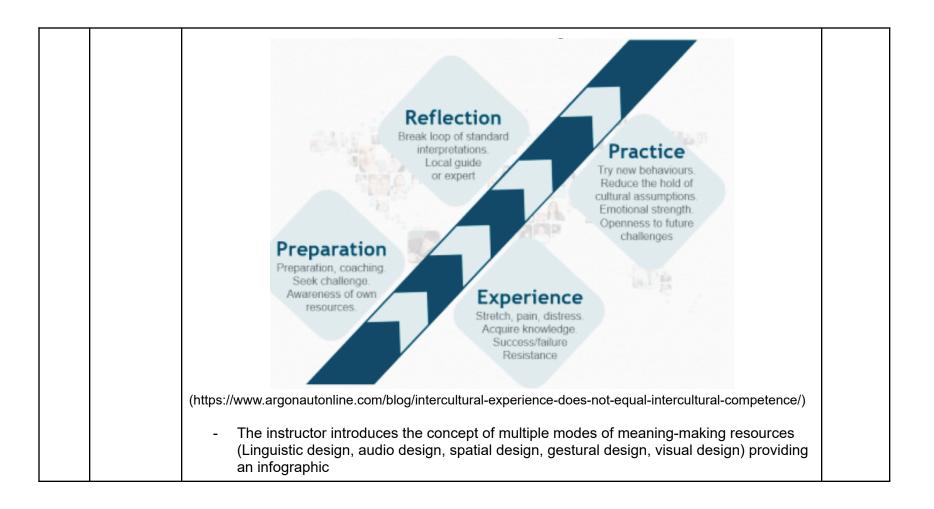
- 1) Which part reflects the inherent complexity of an issue?
- 2) Which part reflects multiple perspectives?
- 3) Which part reflects the idea that issues are subject to ongoing inquiry?
- 4) Which part reflects your skepticism on possibly biased information?

	Excerpts from your essay	Reflections, Questions, & Improvements
1) Complexity:		Please write why you think these excerpts demonstrate complexity. Please also write if you have any ideas you want to add more to consider complexity better.
Conceptualizing SSI with contextual and multiple factors		
(e.g., scientific, socio-economic, political, geographical, cultural context surrounding Covid-19 or machine translator)		
2) Multiple		Please write why you think these excerpts demonstrate multiple perspectives. Please also write if you have any ideas you want

			1
	Perspectives:	to add more to consider multiple perspectives better.	
	Perspectives.	to dad more to consider maniple perspectives sector.	
	Various,		
	well-reasoned		
1	positions that may		
	be assumed by		
	interested parties		
	(e.g., governors,		
	medical experts,		
	educators, social		
	workers, and		
	personal views of Covid-19 or		
1	machine translator)		
	,		
1			
	3)	Please write why you think these excerpts demonstrate "inquiry."	
	Inquir.	Please also write if you have any ideas you want to add more to	
	Inquiry:	consider multiple inquiries.	
	SSI are		
	ill-structured		
	problems subject to		
	ongoing		
	investigation with		
	multiple solutions		
	(e.g., needs of more		
	scientific and/or		
	social data on		
	Covid-19 or		
	machine translator)		
	4)	Please write why you think these excerpts demonstrate	
	Skepticism:	"skepticism." Please also write if you have any ideas you want to add more to consider multiple skepticism.	
		add more to consider multiple skepticism.	
	Recognizing		
	contradictions/confli		
	cts among stakeholders		
	otanionora di d		
	Day 6 Worksheet		
	around the SSI		
	(e.g., the effect of		
	masks or test kits from two different		
	groups of scientists		
	/ different views on		
	future of machine		
	translator and		
	language learning)		

25 min [Activity 1] Making Safe Shopping Guidelines (as a group) Breakout Instruction • Make your Safe COVID-19 Shopping Guidelines in Korean. rooms • Add a title and short description as in the sample guidelines. Add appropriate visual elements. o Include at least 3 guidelines. • You may choose some guidelines here and see other references. o Don't forget that you have to explain why your guidelines are sensible (in English) when you share your guidelines with the class. (Extra resources for the students: Other guideline examples) 1. Here are some tips to keep safe when grocery shopping during COVID-19: https://www.forbes.com/sites/tjmccue/2020/04/21/how-to-keep-safe-in-the-grocery-storeduring-covid-19/?sh=947ac98614f5 2. 7 tips for safe grocery shopping during COVID-19: https://www.riversideonline.com/patients-and-visitors/healthy-you-blog/wellness-during-c ovid-19/7-tips-for-safe-grocery-shopping-during-covid-19 Student samples) 항상 마스크를 착용해요. 모든 것을 만지지 마세요. 사회적 거리 두기 주세요. 증상 있으면 시장에 가지 마세요.

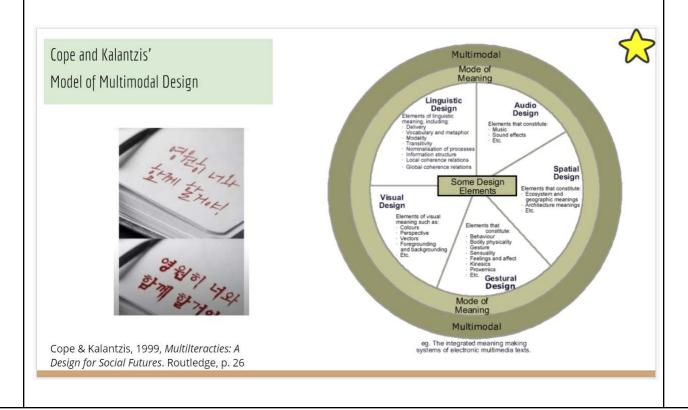
		교통하면서 마스크를 쓰세요. 쇼핑하면서 마스크를 쓰세요. 쇼핑하면서 생활용품만 사세요. 쇼핑하면서 신체 접촉 하지 말아야 돼요. 쇼핑하면서 사고 싶은 것만 들어올리세요. 쇼핑하면서 손 세정제 쓰세요.			
	Wrap-up	Students share their group's guidelines with the class			
		Day 7 (Topic) Socio-Cultural Products			
SLO		Students will develop Intercultural competence (ICC) through meaning-making processes. - Intercultural competence-based reasoning - Glocal perspectives - Understanding and use of multimodality Students will be able to interpret Korean pop cultural products. Students will be able to engage in cultural communication with an appropriate understanding of			
		the target culture.			
	Lecture	Culture Intro (Intercultural Competence & Multimodality)	10 min		
		The instructor introduces the concept of intercultural competence using the picture below.			



Multiple Modes of Meaning-Making Resources

Multimodality is concerned with communicating using multiple modes, not just with language (Jewitt & Kress, 2003).

Modes refer to the "regularised organised set of resources for meaning-making, including image, gaze, gesture, movement, music, speech and sound-effect.(p.1)"

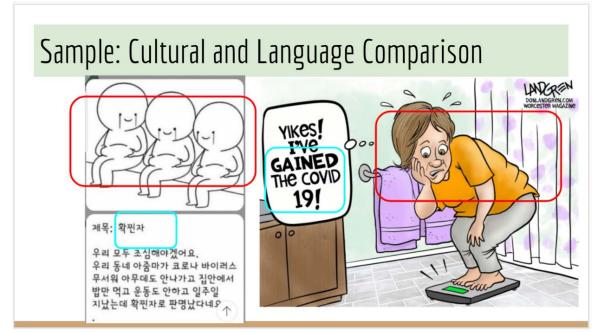


Opening

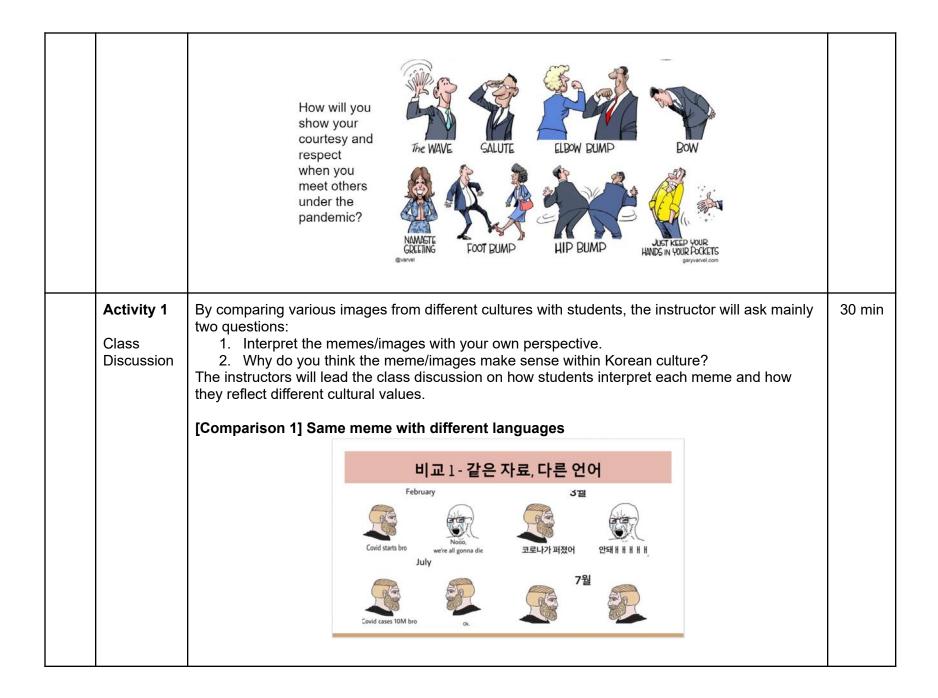
Humor amid COVID-19: "How a serious issue can be reinterpreted as humor under a certain culture."

5 min

• Cultural (or language) comparison: COVID-19 Editorial cartoons



Relating cultural products to perspectives: Greetings



[Comparison 2] Similar context, different styles : how they reflect different cultures and use multimodals differently





[Comparison 3] Korean culture and memes





animation

Interpreting the memes with one's own perspective

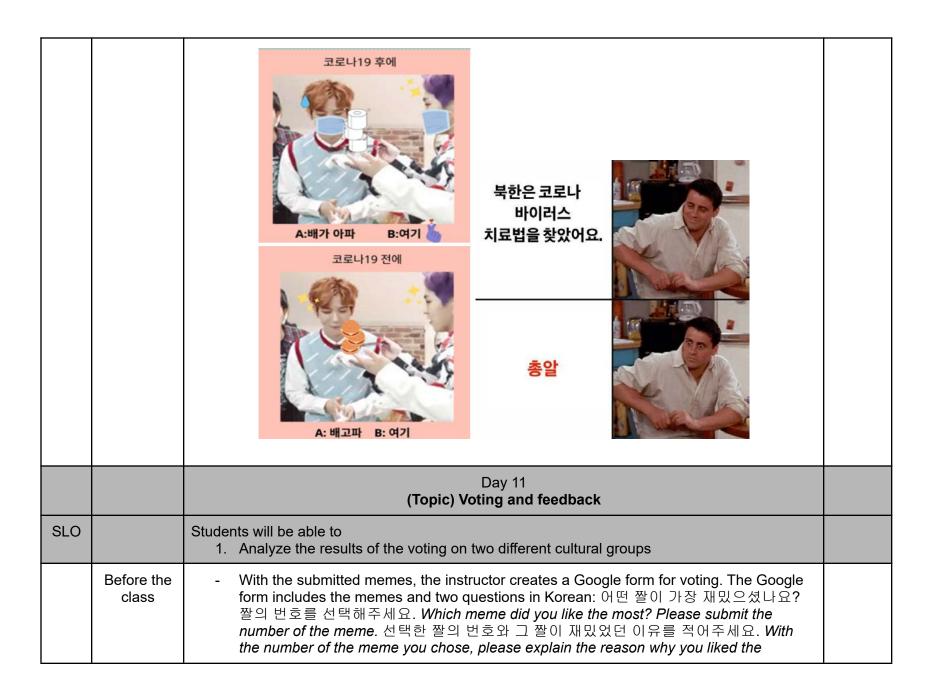
The instructor asks students how they analyzed the image above. Students can talk about language - 꽃놀이-꽃상여, gestures - 엄지척 한 후, 손 받치기, and perspectives - Why do you think the meme makes sense within Korean culture?

[Comparison 4] Adding titles 비교 4 - 제목 짓기 가까이 하기엔 너무한~ 코로나19 의용기의 일요시사만평 Creation & Discussion: The instructor can give students some time to do a group activity of coming up with a suitable title for each meme above. After the group activity, they will share their own titles and the instructor can ask the questions below. 1) Why did you put this title on the content? 2) Why do you think your/others' title does or does not sense in a Korean society? 5 min Wrap up Reflecting COVID-19 vocabulary and expressions, cultural knowledge, discussion on intercultural competence and multimodality, students will create a meme regarding COVID-19 as a final project. The instructor informs students of the purpose and content of the final project that the students will be working on on day 8 and 9.

		Day 8 & 9 (Topic) Creating a meme: Final project		
SLO		Students will be able to 1. Create a meme as a pair regarding COVID-19 and providing the reasoning on their decision-making about multiple modes and messages 2. Compose a meme with native Korean speakers in mind as the audience/readers, reflecting what they learned from the analysis of the memes created by native Korean speakers		
	Opening	On days 8 and 9, students will create memes as a pair. The instructor will explain what the students need to consider while they create their memes. The students will introduce their memes to the class. Their memes will also be shown to Koreans to see how they react to the memes. (Instruction) Let's Create Memes regarding COVID-19 (as a group)	15 min	
		 Use the Korean language and multiple elements The target is Korean natives. Be creative! Do not just translate existing memes. After creation, introduce your meme to the class (in English) Your product will be used for your final project. 		

	Essential elements One meme as a pair Visual and audio element with one Korean phrase or a sentence Different colors, fonts, and sizes Cultural aspect (one paragraph of reasoning in English) Png or jpeg file https://www.canva.com/	
	[After creation] Introduce your memes	
	 General explanations Motivation Humor codes Messages Explanations on the use of multi modes (e.g., gestures, colors, placement, shapes, appearances, fonts, etc.) - How did you utilize multi modal elements on your final product? Please share your ideas on the use of multi modes to the class. 	
Breakout rooms	As a pair, students will make their own memes. The instructor will visit the breakout rooms to see if students have any questions. They will also give feedback on the students' memes based on the elements memes need to include. After the students have completed making their memes, they need to write a paragraph (in English) of the reasoning behind their choices while making the memes. In the reasoning paragraph, they will include the main messages and humor codes, and how they chose certain modes to convey their messages. They will also discuss how their memes reflect Korean culture. If the students have modified the memes that already exist, they need to put original sources/references as well. The students are informed that they need to submit both of their memes and a reasoning paragraph.	The rest of day 8 and 9

		Day 10 (Topic) Final project presentation	
SLO		Students will be able to 1. Present their meme with an explanation of the process of decision-making	
	Entire class	As a pair, students will present their memes and explain the process of making and the reasoning behind their memes. After each presentation, the instructor gives feedback on their messages and how they implemented multiple modes to convey those messages. (Student samples) HTT 생각하기에 나는 코로나 19동안 이렇게 생겼어요. 15주의 자기격리 나는: 어머님 오늘 또새로운 조리법이야? 머느리 네 어머님 근데 6피트 뒤로 물러 서세요!	50 min



	meme/thought it was fun. - The instructor sends the Google form to South Koreans and receives their responses The instructor creates another Google form for class voting. This will be for the students. This one includes the memes and two questions in Korean: 어떤 짤이 제일 재미있었어요? Which meme did you like the most? 어떤 짤이 한국인들한테 제일인기가 많을 것 같아요? Which meme do you think is the most popular for Korean people?	
Entire class	 Class voting The instructor informs students that South Korean people voted for their memes and soon they will share the result. Before that, the students will be asked to vote as well. They will share and compare the results of the voting together. The students vote. 	10 min
Entire class	The instructor will share the results of South Koreans' voting and the class voting. By looking at two results, the class will compare them and discuss how they are similar or different, and what they reflect.	15 min

Appendix A. Covid-19 Vocabulary List (Alphabetical order)

Α Ν according to ...에 따라 National Disaster Emergency 국가 재난 사태 accurately 정확하게 negative 음성 / 음성 반응(reaction) acquaintance 지인(아는 사람) again 다시 observe etiquette 예절 지키기 asymptomatic patient 무증상자, 무증상 환자 occur 발생하다 asymptomatic 증상이 없는 at stake 위태로운 office worker 직장인 avoiding 피하기 or 또는 /혹은 В other people 타인/ 다른 사람 bad chills 오한 out of stock/ sold out 품절 be informed 안내 받다 outbreak of coronavirus 코로나의 발병 body temperature 체온 outbreak 발병 Breathing 숨쉬기 overcome 이겨내다 C cancel 취소하다 pain 고통 canned food 통조림(캔) panic buying, hoarding, stockpiling 사재기 Center for Disease Control and Prevention 질병 관리 본부 patient 환자 cheer up 힘내다 personal items 개인 물품 close contact 밀접 접촉자 physical contact 신체 접촉 code of conduct 행동 수칙 pneumonia 폐렴 cold sweat 식은 땀 positive 양성 / 양성 반응 comfort 편안 postpone 연기하다 commute 출퇴근 practise 실천하다 confirmed cases 확진자 / 확진 환자 prevent 예방하다/막다 contact n.접촉자 v.접촉하다 purchase 구매 continuous 지속적 control 관리 quarantine 격리하다 customer center 콜센터 D recently 최근 daily life 일상 record 기록하다 daily necessities 생활 용품 refrain 자제하다

decrease 감소하다 regulations, rules 수칙 respiratory disease 호흡기 질환 demand 수요 depression 우울감, 우울증 respiratory symptoms 호흡기 증상 diagnostic kit 진단 키트 rest 휴식하다 results are out 결과가 나오다 diarrhea 설사 disaster 재단 results 결과 disposable gloves 일회용 장갑 running water 흐르는 물 dry cough 마른 기침 Ε safety 안전 / 안전감 eat out 외식 sanitize 소독하다 emergency food 비상 식량 secondary spreads 2차 감염 emergency room 응급실 self-diagnosis 자가 진단 environment 환경 self-quarantining 자가 격리 epidemic 유행병 shared by 함께 쓰는 Etc. ... 등 Shincheonji (one of the religious cults) 신천지 examine a patient 진료(하다) shortness of breath 호흡 곤란 except for ... 외에 sit apart 떨어져 앉다 exclude 제외하다 sit face to face 마주 앉다 experience 겪다. 경험하다 soar throat 인호통 exponentially 기하급수적으로 social distancing 사회적 거리 두기 eye congestion 눈 충혈 sorriness 미안함 space 공간 fatality rate 치사율 spread 확산(하다/되다) fatique 피로 staff lounge 휴게실 feel better 낫다/나아지다 stomach ache 복통 fever 열/발열 stop doing something 멈춤 fitting room 탈의실 stuffy (ref.Cabin fever) 답답한 flatten the curve 상승곡선을 평평하게 만들다 stuffy nose 코막힘 for a while 작시 supply 공급 G surely, certainly 꼭 gathering 모임 surrounding environment 주변 환경 goggles 고글 suspected patients 의심 환자

going out 외출 symptom of the infection 감염증 going to work 출근 symptomless 무증상 government 정부 symptoms 증상 groceries 식료품 tableware 식기 hand sanitizer 손 세정제/소독제 take preventive measures against epidemic 방역하다 handshake 악수 taking care of one's health 건강 챙기기 have a stopover somewhere 경유하다 tertiary spreads 3차 감염 headache 두통 testing 검사 health authorities 보건 당국 together 함께 highly contagious 전염력이 강한 / 쉽게 전염되는 toilet paper 휴지/화장지/화장실 휴지 hold off 미뤄두다 trend 추세 hygiene 위생 U unnecessary 불필요하다 impurity penetration test 이물질 통과 테스트 include 포함시키다 ventilation 환기 increase 증가(하다) ventilators 산소 호흡기 incubation period 잠복기 visiting a sick person in the hospital 병문안 individual hygiene 개인 위생 vomiting 구토 infected with 감염되다 W infectious disease 전염병 wear 착용하다 items, details 사항 weight gain 체중 증가 weight loss 체중 감소 loneliness 외로움 within (14 days) (14일) 내 workplace 직장 medical center visit 의료 기관 방문 worries 걱정 medical treatment 처치 meticulous 꼼꼼하다 mortality rate 사망률 moving route 이동 경로 muscle pain 근육통

大 구토 Vomiting 자가 격리 self-quarantining 코막힘 a stuffy nose 잠복기 Incubation period 전염력이 강한 (or 쉽게 전염되는) Highly contagious 검사 Testing 기하급수적으로 Exponentially 전염병 An infectious disease 정부 The government 감염되다 to be infected with 감소하다 decrease 접촉하다 to contact 코로나의 발병 outbreak of coronavirus 증상이 없는 Asymptomatic 증상 Symptoms 결과 Results 공급 Supply 증가하다 Increase 고통 Pain 재난 Disaster 감염증 the symptom of the infection 자가 진단 Self-diagnosis 질병 관리 본부 the Centers for Disease Control and Prevention 근육통 muscle pain 국가 재난 사태 National Disaster Emergency 접촉자 a contact 관리 to control 진료하다 to examine a patient 격리하다 to quarantine 지속적 continuous 결과가 나오다 The result is out. 정확하게 accurately 걱정 worries 지인 (or 아는 사람) an acquaintance 구매 purchase 제외하다 (or 제외시키다) to exclude 고글 goggles 잠시 for a while 기록하다 to record 직장 workplace 경유하다 to have a stopover somewhere 직장인 an office worker 겪다 (or 경험하다) to experience 자제하다 to refrain 꼭 surely, certainly 주변 환경 surrounding environment 공간 space 진단 키트 a diagnostic kit 건강 챙기기 taking care of one's health 꼼꼼하다 meticulous 개인 물품 personal items 치사율 fatality rate 체온 Body temperature 출근 Going to work 낫다, 나아지다 to feel better 체중 증가 weight gain 눈 충혈 Eye congestion 체중 감소 weight loss (14일) 내 within (14 days) 추세 trend 처치 medical treatment \Box 착용하다 to wear

최근 recently 답답함 (집에 너무 오래 있으니 느껴지는) stuffy (ref.Cabin fever) 두통 headache 출퇴근 commute ... 등 etc. 취소하다 to cancel 떨어져 앉다 to sit apart 다시 again 콜센터 customer center 밀접 접촉자 a close contact 마른 기침 dry cough 통조림 (or 캔) canned food 무증상 symptomless 타인 (or 다른 사람) other people 무증상자 an asymptomatic patient 탈의실 a fitting room 미안함 sorriness 멈춤 to stop doing something 미뤄두다 to hold off 폐렴 Pneumonia 모임 gathering 품절 Out of stock/ sold out 피로 fatigue 마주 앉다 to sit face to face 편안함 comfort 포함시키다 to include 보건 당국 health authorities 피하기 avoiding (질병의) 발, 발병 Outbreak 복통 stomach ache 방역(하다) to take preventive measures 화장실 휴지 (or 휴지, 화장지) toilet paper 병문안 to visit a sick person in the hospital 호흡기 질환 respiratory symptoms 비상 식량 emergency food 호흡곤란 shortness of breath 발생하다 occur 환자 Patient 불필요하다 unnecessary 확진자/ 확진 환자 Confirmed cases 환경 Environment 확산(하다/되다) spread 人 삼(3)차 감염 tertiary spreads 호흡기 증상 respiratory symptoms 상승 곡선을 평평하게 만들다 Flatten the curve 혹은 (or 또는) or 산호 호흡기 ventilators 행동 수칙 a code of conduct 사재기 Panic buying, hoarding, stockpiling 휴식하다 to rest 사회적 거리 두기 social distancing 함께 쓰는 sth. shared by 손 세정제 (or 소독제) hand sanitizer 휴게실staff lounge 소독(하다) Sanitize 힘내다 cheer up

식은 땀 Cold sweat 설사 Diarrhea 수유 demand 사망률 Mortality rate 숨 쉬기 breathing 생필품 daily necessities 신천지 식료품 groceries 사항 facts, items, details 실천하다 practise 수칙 regulations, rules 식기 tableware 유행병 Epidemic 의심 환자 Suspected patients 예방하다 (or 막다) to prevent 이동 경로 moving route 이(2)차 감염 secondary spreads 오한 Bad chills 인후통 Soar throat 양성 반응 (or 양성) Positive 음성 반응 (or 음성) negative 응급실 Emergency room 열 (or 발열) fever 위생 Hygiene 위태로운 at stake 외식 Eat out 외출 Going out 의료 기관 방문 a medical center visit 악수 a handshake 우울함 / 우울증 depression 외로움 loneliness 안전함 safety 일회용 장갑 disposable gloves

함께 together 흐르는 물 running water <마스크 masks> 일회용 마스크 a disposable mask 부직포 마스크 a nonwoven fabric mask 면 마스크 a cotton/fabric mask KF80 마스크 KF94 마스크 방진용 마스크 a dustproof mask <신조어 New Coinages> 살천지: fat everywhere 확찐자: 살이 확 찐 사람 작아격리: 옷이 작아져서 옷과 격리됨 상상코로나: imaginary coronavirus infection 금스크: 금처럼 귀한 마스크 집콕족: homebodies 코로나 블루: 코로나 우울증 이시국여행: a trip in this emergency situation 재택경제: 집 안에서 이루어지는 생산과 소비 언택트: uncontacted 돌밥돌밥: 돌아서면 밥, 돌아서면 밥 집관: 집에서 관람

...에 따라 according to
안내 받다 to be informed
... 외에 except for
예절 지키기 to observe etiquette
연기하다 to postpone
이겨내다 to overcome
일상 daily life
이물질 통과 테스트 an impurity penetration test

Categorized Word List

증상	사회 현상	기분	병원	필요 물품
증상이 없는 (무증상) 감염증 호흡기 증상 마른 기침 열 호흡곤란 숨쉬기 복통 두통 근육통 교로 체온 오한 식은 땀 고통 폐렴 체중증가 인후통	자가 진단 자가 격리 코로나의 발병 사회적 거리 두기 생필품 구매 의료기관 방문 사재기 품절 재난 국가 재난 사태 예방하다, 막다 확산(하다 /되다) 신체 접촉 악수 접촉하다 신천지 방역(하다) 보건 당국 (health authorities)	(집에 너무 오래 있으니 느껴지는)답답함 걱정 우울함 외로움 편안함 안전함 미안함(집이 없거나 직장을 잃어 월세를 낼 수 없는 사람들에게)	확진자 환자 / 의심 환자 / 확진 환자 무증상자 접촉자 / 밀접 접촉자 유행병 전염병 잠복기 감염되다 이차 감염 3차 감염 검사 양성/음성 반응 산호 호흡기 치사율, 사망률 진료, 처치, 병문안	화장지 통조림(캔) 식료품 비상 식량 손 소독제 일회용 장갑 고글 마스크 착용하다

구토, 코막힘, 설사, 눈 충혈	예방 관리 질병 관리 본부 격리하다 추세 증가 감소 결과 결과가 나오다		
기타			

지속적 발생하다 -에 따라 정확하게 기록하다 콜센터 지인(아는 사람) 사항 (facts, items, details) 경유하다, 이동경로 혹은/또는 최근 안내받다 포함시키다 ...등(etc.) ... 외에 / 제외하다 (except for ...) ~을/를 겪다 14일 내(within 14 days) 잠시 멈춤 꼭 실천하다 직장/직장인출퇴근 행동수칙 개인위생수칙 예절지키기 불필요하다 미뤄두다 모임 연기하다 취소하다 휴식하다 외출 자제하다 피하기 타인/다른 사람 함께 쓰는 공간 탈의실 휴게실 환기시키기 주변 환경 건강 챙기기 이겨내다 힘내다 함께 꼼꼼하다 흐르는물 개인물품 식기 마주 앉다 떨어져 앉다 다시 일상 이물질 통과 테스트

Appendix B-1. Day 1 worksheet

Border Closure due to the HOHWANMAMA-22

Recently, many patients with similar symptoms have been reported in Country A. The cause of these symptoms is unknown. These patients have reported severe fatigue and lethargy as well as black spots all over the body. It seems that this unknown illness has spread most often through direct skin-to-skin contact. It seems that this illness can also spread if people touch objects that have been in direct contact with the dead skin cells from the patient's black spots. Doctors of Country A discovered a previously-unknown virus—named HOHWANMAMA-22—by testing these patients. Doctors also tested family members of patients and found 90% of family members have the same virus. Forty percent of these infected family members show no symptoms. Patients with severe symptoms have experienced dermal necrosis around the black spots, which is passed on to other organs and into the bloodstream.

Country B and Country C decided to close the border with Country A to prevent this new virus from spreading. Country D, however, has not decided to close the border, suspecting that a border closure would not stop the spread of virus, instead leading to damaged trade agreements with Country A. The Medical Association of Country D officially announced that a border closure with Country A would be the most effective means of stopping the spread of the virus. The Center for Disease Control and Prevention in Country D has to submit a proposal of recommendation to Country D's government after examining various information and opinions.

- 1. Based on the information you have, what decision/recommendation do you think the Center for Disease Control and Prevention should make? Why?
- 2. Can you think of a reason why someone would disagree with your solution? What parties in Country D society should be considered?
- 3. Why do you think the Department of Commerce and the Medical Association have different opinions about the situation?
- 4. What additional information would you like to have before making a final decision

Appendix B-2. Day 2 worksheet

인터뷰 해보기

한 사람이 기자(reporter)가 되어 학생들을 인터뷰해 보세요. 인터뷰하면서 녹화(recording) 하세요.

기자

- 1. 안녕하세요, 요즘 건강하고 안전하게 지내고 계세요?
- 2. 코로나 바이러스가 위험하다고 직접 느끼십니까?
- 3. 코로나 바이러스 발병 이후에 생활에서 어떤 점이 바뀌었습니까?
- 4. 집에 있으면서 보통 무엇을 하고 있습니까?
- 5. 코로나 바이러스 발병으로 제일 어려운 점이 무엇입니까?
- 6. 코로나 바이러스를 예방하려면 어떻게 해야 합니까?
- 7. 생활이 정상(normal)이 되면 무엇을 하고 싶으세요?
 - 느끼다 feel 점 aspect/point

Appendix B-3. Day 3 worksheet

1. Keyword (Breakout rooms- 15 min)

Match the phrases in column A to the most appropriate phrases in column B.

Column AColumn B모임, 외식, 여행출근하지 말아주세요

집이나 주변 환경 건강 거리 지켜주세요

손은 비누로 꼼꼼히 씻기 개인 위생 수칙 지켜주세요.

발열, 기침, 호흡기 증상 매일 환기하고 소독해 주세요

악수보다는 목례 나중으로 연기해 주세요

- 2. Main Ideas Come up with your own title in Korean. 이 캠페인의 제목을 써 보세요
- 3. 비디오보기 https://youtu.be/VxGUXSk8rFE (Whole class 4 minutes) Go over #1 & 2
- 4. Infer the unknown words guessing meaning from context (6 min) Write down what it means in English.

준수하다:

신체 접촉:

목례:

개인 위생 수칙:

환기하다:

5. 코비드 생활 수칙 말해 보기 (Whole class - 5 minutes)



[Grammar Patterns]

- ~(으)= 거예요
- ~지만
- ~어서/아서
- ~어/아야되다
- ~어/아 주다
- ~지 못하다
- 때문에
- ~지 마세요

Appendix B-4. Day 4 worksheet

성능이 가장 좋은 마스크를 알아보자! 마스크 5종 비교! 어떤 마스크를 써야 가장 안전할까? https://www.youtube.com/watch?v=90SyishwKOU (0:28 - 3:26)

1. Keyword

Choose the mask that best matches each description.



1	한 번만 사용 할 수 있어요.
2	여러 번 사용 할 수 있어요. $\underline{\lambda}$ 에 있는 바이러스를 <u>막아</u> 줄 수 없어요.
3	평균 0.6μm 크기의 <u>미세입자</u> 를 80% <u>걸러낼</u> 수 있는 마스크
4	평균 0.4μm 크기의 <u>미세입자</u> 를 94~99% <u>걸러낼</u> 수 있는 마스크
5	공사 현장에서 사용되는 마스크, KF80 과 KF94의 중간 정도의 성능

2. Infer the unknown words - guessing meaning from context

막다:

침:

걸러내다:

미세입자:

방진:

3. Inference

Rate each mask 1- 5 in the 예상 row in the below table, 1 being the most effective and 5 being the least effective in filtering microparticles based on what we've discussed so far.

	KF80	KF94	일회용 부직포 마스크	면 마스크	방진 마스크
예상					
실험 결과					

4. Detail

As you watch the video, fill out the 실험 결과 row in the above table. Compare the result with your 예상 rating.

5. Main idea

Please write in your own words what the main idea is in one or two sentences (\sim \vdash 지 알다/모르다)

6. Interpersonal - Conversation with your partner in Korean [Breakout room]

아래 질문에 대한 답을 한국말로 해 보세요.

- 마스크를 살 수 없으면 어떻게 할 거예요?
 (What would you do if you don't have any facial masks?)
- KF80, KF94, 방진 마스크가 없으면, 어떻게 미세입자를 걸러낼 수 있을까요? (If you can't get KF80, KF94, or 방진 마스크, what would you do to effectively filter any microparticles and virus?)

Appendix B-5. Day 6 worksheet

Mass Infection: Stores at Risk

Situation

For a couple of months, the virus had not appeared to be widespread among grocery workers and shoppers despite many health experts' concerns. Recently, however, several infection cases among grocery-store workers were reported in City M. According to the city health department report, at least 20 residents started showing flu-like symptoms after visiting the stores where the infected grocery-store workers worked. The city government took this situation as a serious threat to public health and decided to strengthen infection prevention measures during shopping. As one of the follow-up measures the city M government made an order that each store should have their safe shopping guidelines and enforce them.

Currently, you are working as a store manager of a supermarket.

Mission

One of the large grocery supermarket chains G, held an emergency meeting and decided to quickly respond to the government order. As a branch supervisor of G, you need to hear various opinions from customers, store staff, and health & safety officers and create safe shopping guidelines for your store branch. Considering each stakeholder's demands, which may have conflicts, you should embrace their different ideas as much as possible so as to minimize potential complaints and contribute to public health.

Stakeholders' stances & demands

- 1. Health and Safety Officers:
 - "Public health is first and foremost."
 - "If a store will not have appropriate safe guidelines, the city government will shut the store down."
- 2. Customers (Pros)
 - "Reduce the risk of infection while shopping!"
 - "Guarantee the right of health."
- 3. Customers (Cons)
 - "Guarantee the right of shopping freely!"
 - "Even though there is a minor risk, don't make me feel inconvenienced."
- 4. Staff
- "I need a job during a pandemic and don't want to work, feeling in danger."
- "I cannot take on heavy workload due to sanitization procedures!"

[Homework]

Write an essay in English, including answers to the following questions.

- 1. How can you summarize the situation within 2~3 sentences?
- 2. What can be supporting ideas for each group?
- 3. What can be controversial issues between groups?
- 4. What guidelines will you make as a store supervisor? Please make at least three guidelines.
- 5. What is the reasoning behind your guidelines?
- 6. How will you deliver your decision or message to the customers who might not be in favor of it.

Appendix B-6. Day 6 worksheet (Review)

Mass Infection: Stores At Risk

Reflect on your essay with the lens of the following SSI elements.

- 1) Which part reflects the inherent *complexity* of an issue?
- 2) Which part reflects *multiple perspectives*?
- 3) Which part reflects the idea that issues are subject to ongoing *inquiry*?
- 4) Which part reflects your *skepticism* on possibly biased information?

	Excerpts from your essay	Reflections, Questions, & Improvements
1) Complexity:		Please write why you think these excerpts demonstrate complexity. Please also write if you have any ideas you want to add more to consider complexity better.
Conceptualizing SSI with contextual and multiple factors		
(e.g., scientific, socio-economic, political, geographical, cultural context surrounding Covid-19 or machine translator)		
2) Multiple Perspectives: Various, well-reasoned positions that may be assumed by		Please write why you think these excerpts demonstrate multiple perspectives. Please also write if you have any ideas you want to add more to consider multiple perspectives better.
interested parties (e.g., governors,		

medical experts, educators, social workers, and personal views of Covid-19 or machine translator)	
3) Inquiry: SSI are ill-structured problems subject to ongoing investigation with multiple solutions (e.g., needs of more scientific and/or social data on Covid-19 or machine translator)	Please write why you think these excerpts demonstrate "inquiry." Please also write if you have any ideas you want to add more to consider multiple inquiries.
A) Skepticism: Recognizing contradictions/conflicts among stakeholders around the SSI (e.g., the effect of masks or test kits from two different groups of scientists/different views on future of machine translator and language learning)	Please write why you think these excerpts demonstrate "skepticism." Please also write if you have any ideas you want to add more to consider multiple skepticism.

Appendix C. Topic 1 Rubric

A		Bassintian	Communicati	on
Assessment	Elements	Description	Self-review	Peer-review
Task / Function	ons of Meme	-Did the students express genre specific attributes of the meme such as humor, wit, satire, or social critique effectively?		
Multimodal Aspects	Multiple Modes	-Did the students use 2 or more meaning-making modes such as font, size, color, shape, or background to create memes?		
	Appropriate Use of Multiple Modes in the Context	-Did the students purposefully use each mode with a specific role in the meme? -Did the students use each mode relevant to specific topics?		
Intercultural Aspects	Cultural Knowledge	-Did the students demonstrate cultural knowledge of COVID-19 and the target language community in the meme?		
	Appropriate Use of Cultural Knowledge in the Context	-Did the students situate their cultural knowledge of COVID-19 and the target language community in the meme under broader intercultural contexts of their own cultures and those of the target language community?		
Language Aspects	Linguistic Knowledge	-Did the students use vocabulary and sentence structures accurately without errors or mistakes such as misspellings, grammatical errors, and misuse of words?		
	Appropriate Use of Linguistic Knowledge in the Context	-Did the students use linguistic knowledge relevant to given contexts? -Did the students select appropriate vocabulary relevant to given contexts? -Did the students use appropriate forms of the word/phrase/clause level in the given contexts?		

Topic 2: Eco-Friendly Travel

Class information:

Language Level: KOR202 (low intermediate) Classes: two classes of 19 and 23 students

Class mode: 50min Live online

Total time estimate: Total 10 classes including project preparation and presentations

Technology Approach/Requirements: Internet connection, Google slides, Google doc, Desire2Learn (learning management system)

Topic	Eco-Friendly Travel					
	Activities					
	Pre-day 1					
	Students will watch a Youtube clip on Playposit and answer the following questions. • Find out the places recommended in the video clip: Jeonjoo, Gyungjoo, Samchungdong, Namsan tower, HanRiver • What activities did they recommend during the tour of Korea? Add the following supplementary material on D2L * Korean Tour clips https://www.youtube.com/watch?v=mo_242SGWWk [Expedia 3:30] https://youtu.be/sr3O7ArQTYY [Seoul Vacation] https://youtu.be/Qh3wrmSUqal [Busan Vacation Guide] https://youtu.be/kF6-20x8Bpo [Jeju Vacation Guide]					

		Day 1 Topic: Planning a trip to Korea	
SLO		Students will be able to: 1. plan a trip to Korea from watching videos and visiting travel agency websites 2. Identify and apply new vocabulary related to travel in their travel plans	
Whole class	Intro	 Introduction to SSI- based Language Learning This project is designed to provide opportunities for students to reflect on issues in order to apply scientific and ethical reasoning to real-world situations regarding travel. (Because most students in this course have had experience with SSI projects in previous semesters, the instructor does not need to explain the concepts of SSI, however students will review an SSI component lesson video on Playposit on Day 3) 	1min
	Activity 1	The instructor shows the students a map of Korea with provincial information and asks students questions in Korean about the trip to Korea using the example questions below; Have you been to Korea? Where did you go and what did you do? What do you consider when planning a trip?	5min
	Activity 2	 [Interpretive communication] Listening comprehension The instructor shows the video clip, "Travel tips for foreigners", to engage the students' ideas about a trip to Korea. https://www.youtube.com/watch?v=2zBHln2oUeE While watching the video, students will find out the places such as Jeonjoo, Gyungjoo, Samchungdong, Namsan tower, Han river and activities recommended for the trip to Korea to share. 	10 min
Whole class	Activity 3	The instructor shows the pictures of the sample product from a travel agency and goes over the format, itinerary and collects new vocabulary to create a word list (Appendix D).	10 min

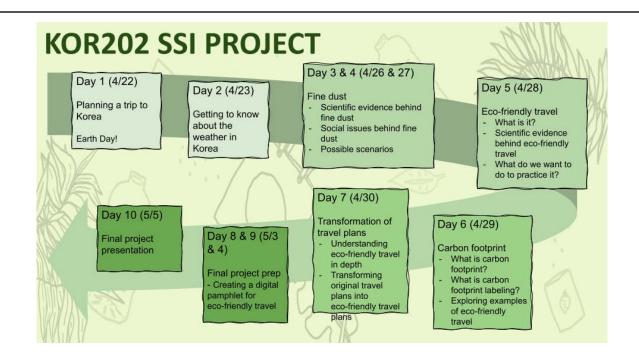


	Day 1 Wo	orksheet				
			분은 3박 4일 동안 한국에 여행을 상품을 이용할 거예요?	· 갈 거예요.		
		여행 장소	할 일 / 하루 계획	준비물		
	첫째 날					
	둘째 날					
	셋째 날					
	넷째 날					
(<u>htt</u>	ps://engl grams a	nd then make a	ghlights' .kr/enu/ATR/SI_EN_3_6.j four day travel plan to Ko ations, daily plans, and re	rea as a group. The	ey will complete the	

		Day 2 Topic: Weather in Korea				
SLO		Students will be able to: 1. review vocabulary and expressions related to weather 2. analyze a weather forecast in Korean to modify their travel plan 3. compare the weather forecast in Korea and America				
Whole class	Intro	[Presentational] Each group presents their travel plan briefly with the reasons in Korean. Each group can add brief details in English. Total presentation time for each group is 1~2 minutes.				
Whole class	Activity 1	[Interpretive communication] Listening comprehension 1. The instructor asks students to say any words and expressions related to the weather forecast and will write them on the board while students write them on the Day 2 Workshe (Appendix E-2). The instructor reminds the students that there are certain expressions use in weather forecasts due to genre characteristics. [5min] Day 2 Worksheet 일기 에보 1. 일기에보를 문고 다음의 표를 안성해 보세요. (서울 중심으로) ((네물로 Hours profiles combinate Port 로 다 써 보세요.) 2. 일기 예보를 문고 다음의 표를 안성해 보세요. (서울 중심으로) ((네물로 Hours profiles combinate Port 로 다 씨 보세요.) 요로 나일(트) 모르네(일) 마지막보(함) 요도 보체 마시먼지 요로 보체 마시먼지 요				

	2. The instructor plays the whole weather forecast video (https://www.youtube.com/watch?reload=9&v=Z_gNcXy9GL4) once without pause for students' general understanding. Students mark the vocabulary and expressions they heard from the video on worksheet Q1. The teacher asks students to add any other words they heard. [5min]
	한국의 일기 예보 1. 어떤 단어와 표현들을 들었어요? (다음 슬라이드) 2. Day 2 worksheet 2 번 문제 - complete the table Teacher's worksheet
	The instructor plays the video again with pauses for students to listen and fill in table #2 with specific information on the day 2 Worksheet. [10 min]
Activity 2	[Interpersonal communication] Reading & Speaking 1. The instructor shows the script of the video to read it with students and check if the information on their table is correct. Then the instructor shares the teacher's version of the table and asks students to summarize the weather in Korean. [7min]

		미세먼지 온도 날씨	오늘	내일(토)	모레(일)	마지막 날(월)	
		주말을 앞두고 다시 공기기가리키고 있습니다. 이들 날은 맑고 따뜻하겠습니다 새벽에 서해안을 시작으로 많은 비가 쏟아지겠습니다	지역에서는 오전과 밤에 먼 나. 낮부터 구름이 <u>많아지겠</u> Ł 오후에는 <mark>전국에서 비</mark> 가 : ト. 여기에 <mark>제주와 해안가에</mark>	지 농도가 높게 나타나겠습 지만, 서울의 낮기온 21도로	니다. : 오늘까지는 평년과 비슷? 비가 내리는 곳이 있겠고, 니다. 비는 일요일 오전에 ;	는 <mark>초미세먼지 농도 나쁨</mark> 수준을 하겠습니다. 하지만, 주말인 내일은 제주 산지에서는 100mm가 넘는 1치겠습니다.	
		중부 오늘 낮부터는 구름의 현재 이 시각 기온 어제와 주간 내일은 비가 오면서 2. Students maweather for 3. The instructors	의 양이 늘어나겠습니다. 남 비슷합니다. 최고 낮에는 서 낮 기온이 주춤하겠습니다. ake comments on t ecasts.[3min] or reveals that thes ts to change their p	부 제주도와 남해안은 오늘 서울 21도, 광주 25도까지 오 날씨였습니다. he differences betw se are the weather plans depending on	바부터 내일 아침 사이 빗! 르면서 일교차가 크겠습니 /een Korean and A conditions for the the weather. Thei	다. American trip and	
Whole class	Wrap up	final project, so tha	t the students unde 2 because the less	erstand the overall isons are designed t	idea of the project o help students m	ding the objectives and t. (The roadmap is ake travel plans without	5 min



Assignment for the next class:

- Read Webtoon and English resources about fine dust.
 Webtoon: http://webtoon.daum.net/leaque/viewer/138521
- 2. Watch SSI lecture on Panopto and answer the questions as below;
- 1. **Socio-scientific Issues (SSI)** are controversial social issues related to science which can have multiple solutions. (The answers are underlined) True / False

Examples of Socio-scientific Issues (SSI) are cloning, GMO, nuclear fuel, air pollution, etc. <u>True</u> / False

2. Which of the following is irrelevant for the reasons why SSI in Korean language class is important? (multiple choice)

	1) Science and technology are the priority of our learning, and language is a mere tool to learn science and technology 2) Science and technology are deeply rooted in Koreans' everyday lives 3) SSI can provide authentic materials to understand contemporary Korean contexts 4) Students can advance their Korean by learning vocabulary/expressions related to science and technology in Korean 3. Which of the following are applicable to Socio-Scientific Issues (SSI) reasoning? (Please choose all that apply to you) (the choices underlined are irrelevant) 1) Science and technology are deeply rooted in our everyday lives 2) SSI has universally applicable contextual factors 3) When you make decisions related to SSI, you need to consider multiple perspectives from interested parties 4) SSI requires the needs of continuous inquiry to get more scientific and/or social data and evidence-based reasoning on SSI 5) It is impossible for us to recognize contradictions/conflicts among stakeholders around the SSI 6) There are moral aspects and reasoning within SSI	
	Day 3 Topic:Fine dust	
SLO	Students will be able to 1. Interpret different types of authentic materials (e.g., article, video, and app) regarding fine dust 2. Use Korean words and expressions related to environmental issues 3. Create possible scenarios about the changes of everyday life, triggered by the air quality issues	

Whole class	Intro	The instructor reminds them of the fine dust problems mentioned in the last class and informs the students that they will research further how fine dust affects the daily life of Koreans. 1. The instructor asks students to collect images of fine dust on Jam Board. Student sample) KOR202-001 KOR202-001 STUDENT SAMPLE S	5 min
Group work, whole class	Activity 1	[Interpretive communication] Reading comprehension 1. [Group work] The instructor prepared a Korean webtoon split for each group on Jamboard and had each group read their part and summarize it in Korean. The group works together throughout the project week and works for the final presentation together. (10min) Webtoon: http://webtoon.daum.net/league/viewer/138521	20 min

		2. [Whole class] Once students finish the reading activity, they will present their summary in Korean. (5min) 3. [whole class] The instructor asks the following questions in Korean to create a transition to the next activity. (5 min) 1) What is fine dust? Have you experienced it? 미세 먼지란 뭘까요? 미세먼지를 경험한 적이 있어요? 2) What should you do to go out if there is a lot of fine dust? 미세 먼지가 심한 날 외출할 때는 어떻게 해야 하나요?	
Whole class, group work	Activity 2 Research	 [whole class] The instructor briefly explains that the daily life of Koreans is affected by fine dust in many ways, and tells them that Koreans check the fine dust indexes every morning. Fine-dust changes Koreans' lifestyle, outdoor activities, market consumerism, and etc. (3min) 	23 min
		2. [Group work] Students in each group research about 1) Definition and elements, 2) Health effects and prevention, 3) Causes and countermeasures and present their findings the next	

	ents make presentations on shared google slides (15min) The following focus were given in Korean.	ıs	
Definition and elements 정의 / 성분	-What is the definition of fine-dust? -How fine dust is different from normal dust? -What is 'yellow dust'? -What is 'micro fine dust'? -What are the chemicals in fine dust?.		
Health effects and prevention 건강에 대한 영향과 대비책	-How can fine dust affect our health? -What should you do when you go out on a day with a lot of fine dust?		
Causes and countermeasu res 원인과 대책	-What are the main causes of fine dust? -What can we do to reduce fine dust?		

Student sample)

Group 4 Health and Protection against Fine dust

- 미세먼지는 마스크를 써야돼요 (KF 99 & KN80)
- Avoid exercising outdoors and going near high traffic areas
- 미세먼지 경보가 매일 봐요
- 미세먼지때문에 작은 샤워해야돼요. Use less energy
- 차를 안자주 운전하지마세요. 걷수있고 자전거를 탈수있어야돼요.
- 담배를 피우지마세요.
- Can trigger asthma, bronchitis and other respiratory problems
- 미세먼지이라서 숨쉬기 어려워요.
- Carpooling reduces carbon emissions and can prevent 미세먼지
- Can include immune dysregulation, activation of melanocytes and collagen breakdown in the skin.
- 자외선 차단제를 바르면 돼요. 그리고 모자와 안경을 써도 돼요.

<Main resources>

- 1) Articles to read:
 - 미세먼지: 당신이 알아야 할 6가지 사실 https://www.bbc.com/korean/news-43524873
- 2) Arirang News (video clips): S. Korea has worst fine dust pollution in OECD: Report https://www.youtube.com/watch?v=f8aSNIM8vH0

<Additional Korean resources>

- 1) 날씨/미세먼지 앱들 소개 / 남산타워 조명의 비밀 https://www.seoultower.co.kr/tour/tower_light
- 2) 환경부 동영상 (미세먼지아웃) http://www.me.go.kr/cleanair/index.do



whole class	Wrap-up	The instructor reminds students that each group will present their research findings in English and summarize in Korean the next day.	2 min
		Day 4 Topic: Fine dust issues in relation to carbon footprints	
SLO		Students will be able to 1. Interpret different types of authentic materials (e.g., article, video, and app) regarding fine dust 2. Use Korean sentences with vocabulary related to environmental issues 3. Create conversation based on scenarios related to air quality issues	
whole class	Intro	Students present each groups' research topics in English and summarize it in Korean.	10 min
Group work, whole class	Activity 1	[Interpersonal communication] Speaking The instructor presents three different scenarios in Korean and students choose one scenario to create a dialogue for that includes at least 3 research findings. This activity provides an opportunity for students to apply their research findings to real-world situations (20min) Scenario> Situation 1: Some students decided to go shopping together, but one person had a sore throat from fine dust Situation 2: After the students watched the news that there would be a heavy fine dust, they decided to go buy a mask while preparing/ planning/changing their plans. Situation 3: As an exchange student in Korea, a student is looking after an elementary school student for a part-time job. The child asks the student to help with the fine-dust assignment.	30 min

미세먼지 역할극(Role play)

- 그룹별로 상황 하나를 골라서 대화 만들고, 반 전체에 시연하기
- Instruction: 미세먼지 조사한 내용 최소 3가지 포함 / 최소10 lines
- 1) 상황1: 친구와 쇼핑을 하고 놀러 가기로 했는데, 한 친구가 미세먼지로 목이 많이 아픈 상황
- 2) 상황2: 여행 중, 미세먼지가 심할 것이라는 뉴스를 본 후 마스크를 사러가면서, 여행 준비 / 계획하기 / 변경하기
- 3) 상황3: 한국에서 교환학생을 하면서 초등학생 돌봄 아르바이트를 하고 있어요. 학교 숙제로 미세먼지에 대해 조사해 오라고 합니다. 숙제를 어떻게 도와 줄까요?

[Whole class]

Students present the dialogue in groups in the whole class. (10min).

Group 3

친구와 쇼핑을 하고 눌러 가기로 했는데, 한 친구가 미세먼지로 목이 많이 아픈 상황 A - 아야, 내 목이 많이 아파!

- B 왜 아파?
- A 어제 친구 함께 공원에 가지만 많이 미세먼지 있었어.
- B 미세먼지 때문에 마스크 입었어?
- A 아니, 마스크 잊었어. 목이 아픈 있을 때 뭐 해?
- B 뜨거운 차 마시고 매운 음식 먹지마.
- A 어디서 차 사야돼?
- B 슈퍼마켓에 살 수 있어. 꿀 도 사야돼!
- A 왜?
- B 차에서 꿀을 넣으면 목을 진정시키기 위해.
- A 아 그래?



Whole class	Activity 2	[Interpretive communication] Reading	8 mins
		The instructor has the students download an app called 'Mise Mise' on their mobile phone to get information about fine-dust in Korea. The instructor provides a brief lecture with the students on the global fine-dust index rank, how to read fine-dust indexes, and how to use the app to find specific information.	
		날씨/미세먼지 앱 - MiseMise	
		### 100 ###	
	Wrap-up	The instructor reminds the students to consider fine dust issues when planning their trip and informs them that they will study eco-friendly issues starting from the next class. [Assignment] The instructor reminds the student to visit D2L Discussion to do their Discussion Prompt.	2 min
		[Step 1] Please read the following two short articles on 'Going Eco-Friendly' and 'Analysis of Global Warming' including the embedded video first.	
		Going Green: Reasons You Should Start Going Eco-Friendly https://balticcompass.org/going-green-reasons-you-should-start-going-eco-friendly/	

Analysis: Why scientists think 100% of global warming is due to humans https://www.carbonbrief.org/analysis-why-scientists-think-100-of-global-warming-is-due-to-humans

What Does "Eco-Friendly" Actually Mean?: Don't fall victim to greenwashing. https://www.goodhousekeeping.com/home/a29830418/what-eco-friendly-means/

The Ultimate 20 Step Guide to Eco-friendly Living https://www.goodenergy.co.uk/blog/2017/08/22/ultimate-guide-eco-friendly-living/

[Step 2] Post your opinions on 'Sustainability & Eco-friendly Lifestyle' based on the following prompts.

- 1. Does it Matter?: Do you think an 'eco-friendly lifestyle' really matters? Why or why not? (200 words or longer)
- 2. Issues like "Human impact or natural factors?": The extent of the human contribution to global warming is controversial in the US. The issues on global warming are not so simple considering political, economic, social and environmental aspects.
 - a. Identify the science and technology concepts tied to the issues on human impact and natural factors that affect the earth's climate. (200 words or longer)
 - Based on the articles you read and the opinions that you hold, discuss the merits, disadvantages, and implications of the beliefs and practices of stakeholders. (200 words or longer)
 - Decide your stance on the global warming issues, and to what extent we should practice sustainability and eco-friendly life, supporting it based on scientific evidence and resources from references. (200 words or longer)

The following table includes considerations of the sustainability and eco-friendly life that you can reference in your discussions.

Economic:	Personal wealth, Corporate wealth, National wealth, Co for resolving pollution and health care.
Social:	More sources of food, Happy life, Stronger sense of family, More bonding time with friends, Welfare, Recreational activity
Environmental:	Pollution, Populations, Resources, weather, climate change, wildlife, biodiversity, endangered species
Ethical/Moral:	Equity, Balanced regional development, Animal rights, ethical relationship with nature
Public Health	Health care, Diseases caused from global warming
Education	Next generation, indigenous knowledge related to nature

		Day 5 Topic: Eco-friendly travel	
SLO		Students will be able to 1. Understand what it means to be eco-friendly in everyday life and travel. 2. Understand videos related to eco-friendly travel. 3. Create a list of eco-friendly practices by watching videos.	
Whole class	Intro Activity 1	The instructor introduces the topic for the day as eco-friendly lifestyle and the students can apply some of them to their travel plans. 1. The instructor passes the Worksheet Day 5 (Appendix E-3) and brainstorms (worksheet Q1: What does Eco-Friendly mean?) about the definition of 'eco-friendly'.	5 min
Whole class	Activity 2	 [Interpretive communication] Reading The instructor gives 5 minutes for the students to find the vocabulary on the worksheet Q2 and review them with the class.(8min) The instructor gives students time to read the list and then go over the checklist with the whole class. The students check what they practice in real life from the list individually. (The items on the list is from https://www.goodenergy.co.uk/blog/2017/08/22/ultimate-guide-eco-friendly-living/)(8min) 	15 min

						T	
			What I do	Eco friendly travel (#5 Activity)	Glossary		
		전자 제품 끄기			제품:		
		친환경 기술에 투자하기			친환경: 일회용		
		일회용 물건 사용하지 않기			재활용:		
		육류 적게 먹기			재사용:		
		음식 버리지 않기			↑분리 수거: - 장바구니:		
		퇴비 만들기			사용하다:		
		<mark>재활용</mark> 하기 / 분리 수거하기			기술:		
		플라스틱 사용 안하기/ 장바구니 사용하기			* 투자: 육류: - 퇴비:		
		LED전구 사용하기			되미. 전구:		
		집 단열하기			단열:		
		<u>수퍼마켓</u> 배달 이용하기] 배달: - 고치다:		
		버리지 말고 고쳐쓰기			MM:		
		친환경 세제 사용하기			자가용:		
		자가용 적게 타기			전자렌지: 상품:		
		전자렌지 사용하기			야채:		
		로컬 상품 이용하기			개인:		
		비행기 타지 말기			위생용품:		
			•				
Whole class	Activity 3	[Interpretive communication] Listening com	prel	nensi	on		25 min
		1. Students watch a video interview of a w the details and main ideas, and write the instructor can replay the video or pause 일회용 플라스틱 없는 여행: https:/	e ans	swers Video	s for Q3 and Q4 on the wor when needed. (15min)	ksheet. The	

Group work	Activity 4	[Interpersonal] Discussion as a group	
		3. 비디오를 보고 다음에 대답해 보세요.	
		여자는 어디에 여행을 갔어요? 여자는 티셔츠에 무엇을 왜 썼어요?	
		4. 비디오를 보고 친환경 여행을 하는 방법을 세가지 써 보세요.	
		•	
		•	
		5. 친환경 여행을 할 때 여러분이 할 수 있는 것을 위 리스트에서 체크한 후 그룹별로 가장 중요한 3가지 항목을 써 보세요.	
		 Students revisit the items on worksheet chart Q2 in groups, and mark what they can apply to eco-friendly travel in the third column. Each group discusses with their group members and selects the three most important items they would like to apply to their travel. (10min) 	
Whole class	Wrap- up	Each group will share their choices of items and provide reasons behind them. They will submit the completed worksheet.	5 min
		[Assignment] The instructor reminds again about the Discussion Prompt on D2L.	

		Day 6 Topic: Carbon footprint	
SLO		Students will be able to 1. Interpret different types of authentic material (e.g., article, video, and app) regarding particulates, global warming, and carbon footprint emissions 2. Use Korean sentences with vocabulary related to environmental issues	
Whole class	Intro	 The instructor briefly reminds the students of the topic for Day 5, and introduces the new topic,"What are carbon footprints?" Students share what they earned from articles they read for the discussion assignments. 	3min
Whole class		The instructor provides a brief introduction of the definition of carbon footprint in Korean using the following visual aids. To help students understand, the instructor can play an English video clip (https://www.youtube.com/watch?v=8q7_a\v8eLUE) explaining what a carbon footprint is. ***********************************	7min

Whole class	Activity 1	[Interpretive Communication] Reading comprehension	17 min
Olass		 The instructor allows students to look up the vocabulary on the Day 6 worksheet (Appendix E-4) Q1 and go over them with students. (5min) 	
		Day 6 Worksheet	
		1. 탄소 발자국 단어 리스트	
		탄소 발자국: 탄소 족적: 저탄소 제품: 생산: 폐기: 발생: 온실 가스: 이산화 탄소: 배출량: 단계: 인증: 감소하다: 증가하다: 2. Students read the Q2 passage individually, then read the passage with the instructor to find out 1) what the carbon label means, 2) what is the difference between step1 and step 2 certification. (10min)	



탄소발자국은 제품과 서비스의 생산부터 폐기까지 모든 과정에서 발생하는 온실가스 발생량을 이산화탄소 배출량으로 바꾸어 라벨 형태로 표시하는 제도입니다. 탄소발자국에는 1단계 '탄소발자국 인증'과 2단계 '저탄소제품 인증'이 있습니다. 1단계는 탄소발자국 인증은 이산화탄소 배출량을 공개한 제품들이 받습니다. 2단계는 1단계 인증을 받은 제품이 기존 이산화탄소 배출량보다 4.24% 이상 감소됐을 때 받습니다. 또는 비슷한 다른 제품들의 평균 이산화탄소 배출량보다 낮을 때 인증 받을 수 있습니다.

3. The instructor shows a couple of carbon label samples on Korean products to help students' understanding. (2min)



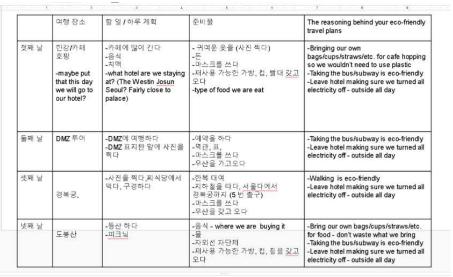
Activity 2 25 min Group [Interpretive Communication] Reading comprehension work 1. Students, by group, read the section in the article introducing eco-friendly travel products (https://kidshyundai.tistory.com/936) and create a carbon label for each product. The instructor prepares a sample template to help students understand on a shared Google slide. (15min) Sample templates) Student sample) Group 4 - 순천만 생태 관광 1박2일 순천만 품으로 순천만 노을길 여행

Wrap-up The instructor announces that students would revise their original travel plans in an environmentally friendly way in groups based on what they have learned.		2. After all groups have completed carbon labeling of travel products, students write comparative sentences on Day 6 Worksheet (Appendix E-4) Q4 listing the products in order of greatest carbon emission. (10min) 3. 문단을 읽고 각 제주도, 순천만여행의 탄소 라벨링 만들기 (Google slide 활동) Each group will read your parts from the article below and create your own carbon Label on the shared google slide. 키즈현대:: 환경을 보호하는 여행! 환경성적표지 인증 생태 관광 알아보기 - Group 1: 제주시 선휼리 동백동산의 1박 2일 생태체험 프로그램인 '다 같이 돌자 동네 한바퀴'와 '동백꽃 피다' - Group 2: 순천만의 생태 관광 프로그램인 '1박 2일 순천만 품으로'와 '순천만 노을길 여행 - Group 3: 창녕 우포늪의 생태 관광 프로그램인 '사람과 자연이 만나는 우포늪'과 친환경 숙박 시설인 '우포생태촌 유스호스텔' 4. 탄소 배출량이 적은 여행 상품부터 차례로 써 보세요. List the travel products with low carbon emissions in order.	
	Wrap-up		3 min

	Day 7 Topic : Eco-friendly travel	
SLO	Students will be able to 1. Revise their original travel plans to more eco-friendly ones by using various resources. 2. Critically evaluate their eco-friendly travel plans.	
Intro	Review: The instructor will revisit worksheet Day 5 (Appendix E-3) Q2 to review eco-friendly lifestyle.	5 min
Whole class	1. The instructor shows students a few examples of travel brochures and discusses what students should bring in their travel brochures. 2. Before students start revising their plans, the instructor provides resources they can use. Resources) 환경성적표지(탄소발자국) 인증 -Carbon footprint certification (https://www.youtube.com/watc0h?v=WZZGHqrB3ws) 생태관광지-Ecotourism (https://www.ecotourism.or.kr/blank-3) 저탄소 여행 Low carbon travel article (https://blog.mal-eum.com/189) 저탄소 여행 블로그 Low carbon travel blog (https://blog.naver.com/keepblog/222057463083)	5min

		요. 여러분은 3박 4일 동안 한국 민환경 여행을 할 수 있을까요?	에 여행을 갈 거예요.		
	여행 장소	할 일 / 하루 계획	준비물	The reasoning behind your eco-friendly travel plans	
첫째 닐					
둘째 날					
셋째 날	!				
넷째 날	•				
to ma - In the revise - Stude eco-fr	ke sure they a Day 7 workshed travel plans ents critically re	re reflected on the reet (Appendix E-5:rein detail including periew their plans and the The instructor re	new plans. new travel plans laces to visit, iti d write in Englis	on worksheet Day 5 (Appens), students will write down to nerary, things to bring. The why the new plan justifies to collect visual resources to	heir s the

Student samples)





		Group 1 Map Pictures Zero Waste	
	Wrap up	The instructor reminds students that they need to complete the Thinglink slide by Day 9 and present the final product on Day 10.	
		Day 8 & 9 Topic: Digital travel pamphlet making	
SLO		Students will be able to 1. Create a digital travel brochure with their eco-friendly travel plans and weather information. 2. Incorporate visual elements to their brochures.	
Whole class	Instruction	The instructor announces that students will create their digital brochure on Thinglink, and shows a rough example that the instructor created while showing the tutorial. The instructor makes sure that students can be creative in order to present their plans most effectively. Tutorials: Tutorial for the instructors: https://www.youtube.com/watch?v=zABYBVLFFLU Tutorial for students: https://www.youtube.com/watch?v=wj5vQiEfk74 (The instructor needs to register/create groups and invite students before the class starts. Find more information on the website https://www.thinglink.com/explore) Samples for students;	10 min





• It is important to show samples of different formats so that students do not have a fixed impression of the final product.

Overall final project instruction

- 1. The instructor explains the information and elements students need to include in their digital travel pamphlet by asking the following questions.
 - Did I include these elements?: weather relating to fine dust, places to go, itinerary, transportation, things to bring, eco-friendly design, carbon emission reduction label, and various visual elements
 - Did I design the brochure with eco-friendly visual elements in mind?
 - Did I check everything on the checklist?: Titles of the travel product, low carbon emission symbol, carbon emission reduction amount, eco-friendly travel tips
- 2. Each group writes a paragraph of reasoning in Korean about how they will plan their travel, taking into account multiple factors, constantly asking questions about how to make it more eco-friendly, and remaining skeptical to reach final decisions.



		Daily carbon reduction resource Carbon footprints calculation - https://www.korea.kr/news/policyNewsView.do?newsld=148668714 - https://www.facebook.com/2213015392111839/posts/3604430369636994/ - Since the carbon footprint by products are not uniform, it is recommended to limit the resources.	
		Student sample) Using reusable water bottles: 일회용 컵 11g (3x per day) (11*3) * 4 = 132g 줄였어요 Not watching TV: TV 보기 2 시간 129g (1x per day) (129 * 4) = 516g 줄였어요 Using reusable utensils/masks: Use of reusable utensils/mAsks 마스크 19g (2x per day) (19 * 4) = 76g 줄였어요 Not eating as much meat: 고기 생산시 4390g (2x per day) (4390 * 2) * 4 = 35120g 줄였어요. Using only 1 toilet paper roll per person: 두루마리 화장지 1개 (283)*4= 1132g Only use computer each 1 hr a day: 컴퓨터 1시간 9000/100=90g/hr, (1*4)*4*90=1440g Using electricity (light bulbs) 6 hr a night: 기존형광등 6시간 (6*4)*34= 816g	
Group work	Activty1	As a group, students will create a poster with their eco-friendly travel plans and weather on the shared Google Slide. They will include some visual elements as well. - The instructor visits each group to give feedback for vocabulary, expressions, and format. - The instructor emphasizes that students should present and write the reasons for the changes.	

	Day 10 Topic: Presentation Day	
SLO	Students will be able to 1. Present their brochures. 2. Critically evaluate other groups' brochures and eco-friendly travel plans.	
Whole class	[Presentational] As a group, students will present their travel brochure and explain the process of making and the reasoning behind their brochure. After each presentation, the instructor gives feedback on their presentation on how the environmental factors are reflected on their brochure and other students write feedback using the chat function on Zoom. Student samples)	





Group 4 SSI Reasoning

Group 4

우리 여행 곳으로 부산을 선택하기로 했어요. 한국에서 어디 어디에 갈 수 있는데 비행기로 가는 거 탄소 배출랑 벌써 많이 있기 때문에 부산에서만 있을거예요. 그리고 부산은 서울 보다 미세먼지가 적어서 숨쉬기가 편해요. 한 곳에서 있는데 근데 재미있는 기억들이 아직도 만들 수 있어요!

처음 웃음때 AIRBANB에 갈 거예요. 호텔 보다 AIRBANB 더 싸고 친환경이에요. AIRBANB에서 사용하는 불과 전기 양읍 다 제어 함 수 있어요. 그 반대로 호텔에서 매일 매일 빨래하고 전기를 많아 써요. 첫 날에 다대포 해수욕장을 갈 거예요. 가기서 한다에서 늘 수 있고 낚시도 할 수 있어요. 이 여행 동안 고기 보다 생선을 더 많이 먹을게요. 왜냐하면 고기를 많아 사 먹으면 탄소 밝자국 올라 갈 거예요. 낚시 할때 직접 몰고기를 잡아 먹으면 탄소 배출당이 줄일 수 있어요. 이렇게 먹으면 매일 ~43990g 탄소 줄었어요.

두번째 날에 지하철로 음속도에 갈 거예요. 부산현대미술관에서 구경할거고 기념품 살 수 있어요. 물건을 사면 비닐뵹지 말고 토트백에서 넣어요. 토트백 가져 가면 쓰레기 덜 있을거에요. 또, 사진 찍어 싶으면 일회용 카메라 가져 오지 말아요. 탄소 발자국 줄이기 위해 걸을 때가 많아요. 혹시 이 여행 동안 걸을 수 없을때, 대중교통을 이용할거에요.

셋째 날에 공안리 해수욕장을 갈 거예요. 사실은 처음에 해준대 해수욕장을 가기로 했는데 ANEANB에서 너무 멀리 있어가지고 광안리 해수욕장을 선택했어요. 자동차 보다 대중교통을 이용하는 게 더 좋은데 자주 이용하면 받소 배출왕이 아직도 옮각 가기때문에 ANEANB에서 가까운 장소를 선택했어요. 해운대 해수욕장은 더 유명한 것 같은데 광안리에서 함 일이 아직도 많아요. 여기서 쇼핑하고 음식을 사 먹을 수 있어요. 자전기를 하면 어시장에 갈 수 있어요. 혹시 음식 사 먹으면 재사용하는 식사 도구를 가져 가요.

마지막 날에 용두산에서 구경도하고 피크닉 할 거에요. 채인 레스토랑에서 음식 안 사 먹을게요. 왜냐하면 채인 레스토랑 들이 탄소 많이 배출해요. 그래서 부산 현지 음식 사 먹을게요. 여행 마지막 날이라서 쉬어야지요! 우리가 매일 할 말이 않지 않았는 이유는 많은 관광지에 기면 탄소 배출량이 많아요. 탄소 발자국 줄이고 싶으면 더 간단하게 살아야 돼요. 이 여행 마지막 날이라서 옷 핵단지 돼이었는 여행 가고 싶으면 많은 곳을 갈 필요 없어요.

여행 함 때 진환경 팀 많이 있어요. 손님들이 TV 안 봄게요. TV 안 보면 ~129g 매일 탄소를 종일 수 있어요. 그리고 일회용 제품 사용하지 말고 재사용하는 제품을 사용하세요! 이거를 하면 ~76g 단소를 종일 수 있어요. 쓰레기 쉽게 많이 만들어가지고 재사용하는 제품은 (토트백, 마스크, 수저, 텀블러..) 이주 중요해요. 만약해 쓰레기 어치피 있으면 제대로 버려주세요. 길 거리에서 쓰레기 버리면 안 돼요.

Since the thinglink page requires registration, it is not possible to add interactive elements.

Appendix D. Eco-friendly travel vocabulary list

DAY1	Day 3 미세먼지	Day 5
상품 -	미세 먼지-	제품:
자유 여행-	지수 -	친환경:
관광지-	기준치 초과(하다) -	일회용:
숙박 -	환경부-	재활용:
포함하다 -	예민하다-	분리 수거:
일정 -	둔감하다-	장바구니:
가격-	나쁨/최악 -	사용하다:
예정 -	답답하다-	기술:
1박2일 -	~을/를 신경쓰다-	투자:
1일차(첫째날) -	숨쉬다-	육류:
2일차 (둘째날) -	화생방 -	퇴비:
보험 -	차이-	전구:
경비-	경보-	단열:
조식-	심각하다 -	배달:
기본 -	체감하다 -	고치다:
개인 -	환기-	세제:
단체 -	연례행사 -	자가용:
준비물 -	이유 -	전자렌지:
	실천-	야채:
		개인:
		위생용품:

Appendix E-1. Day 1 worksheet

Day 1 Worksheet

여행 계획을 세워보세요. 여러분은 3박 4일 동안 한국에 여행을 갈거예요.

자유 여행을 할 거예요, 관광 상품을 이용할 거예요?

	여행 장소	할 일 / 하루 계획	준비물
첫째 날			
둘째 날			
셋째 날			
넷째 날			

Appendix E-2. Day 2 worksheet

일기 예보

1. 일기예보에서 들을 수 있는 단어와 표현을 아는대로 다 써 보세요.

2. 일기 예보를 듣고 다음의 표를 완성해 보세요. (서울 중심으로) (https://www.youtube.com/watch?v=Z_gNcXy9GL4)

	오늘	내일(토)	모레(일)	마지막 날(월)
미세먼지				
온도				
날씨				

3. 여러분이 여행할 때 무엇을 준비해야 할까요?

Answer key)



주말을 앞두고 다시 공기가 탁해지고 있습니다. 지금 서울과 경기도, 충북과 대전, 대구와 부산, 울산에서는 초미세먼지 농도 나쁨 수준을 가리키고 있습니다. 이들 지역에서는 오전과 밤에 먼지 농도가 높게 나타나겠습니다.

날은 맑고 따뜻하겠습니다. 낮부터 구름이 많아지겠지만, 서울의 낮기온 21도로 오늘까지는 평년과 비슷하겠습니다. 하지만, 주말인 내일은 새벽에 서해안을 시작으로 오후에는 전국에서 비가 올 텐데요. 국지적으로 강한 비가 내리는 곳이 있겠고, 제주 산지에서는 100mm가 넘는 많은 비가 쏟아지겠습니다. 여기에 제주와 해안가에서는 바람도 강하게 불겠습니다. 비는 일요일 오전에 그치겠습니다.

위성 지금 전국이 대체로 맑지만, 해안과 남부내륙에서는 안개가 짙게 드리워져 있습니다. 중부 오늘 낮부터는 구름의 양이 늘어나겠습니다.

당부 제주도와 당해안은 오늘 밤부터 내일 아침 사이 빗방울이 떨어지겠습니다. 현재 이 시각 기온 어제와 비슷합니다.

최고 낮에는 서울 21도, 광주 25도까지 오르면서 일교차가 크겠습니다.

주간 내일은 비가 오면서 낮 기온이 주춤하겠습니다. 날씨였습니다.

	오늘	내일(토)	모레(일)	마지막 날(월)
미세먼지	나쁨	나쁨, 밤에 더 나쁨		
온도	서울 21도	13/17	15/23	
날씨	맑음 → 구름	오후에 전국에 비, 해안가 바람	오전에 비 그침	

Appendix E-3. Day 5 Worksheet 친환경 여행

1. What does Eco-Friendly mean?

2. 다음 친환경 생활 가이드 중에 무엇을 실천하세요?

	What I do	Eco friendly travel (#5 Activity)	Glossary
전자 제품 끄기			제품:
친환경 기술에 투자하기			친환경: 일회용 재활용:
일회용 물건 사용하지 않기			재월당. 재사용: 분리 수거:
육류 적게 먹기			장바구니: 사용하다:
음식 버리지 않기			기술:
퇴비 만들기			투자: 육류:
재활용하기 / 분리 수거하기			퇴비: 전구:
플라스틱 사용 안하기/ 장바구니 사용하기			단열:
LED전구 사용하기			
집 단열하기			

수퍼마켓 배달 이용하기		배달: 고치다:
버리지 말고 고쳐쓰기		세제: 자가용:
친환경 세제 사용하기		전자렌지: 상품: 야채:
자가용 적게 타기		개인: 위생용품:
전자렌지 사용하기		गठिठिं
로컬 상품 이용하기		
비행기 타지 말기		
야채 직접 길러서 먹기		
나무 심기		
개인 위생용품 잘 선택하기		

3. 비디오를 보고 다음에 대답해 보세요. 여자는 어디에 여행을 갔어요?	https://www.goodenergy.co.uk/blog/2017/08/22/ultimate-guide-eco-friendly-living/
여자는 티셔츠에 무엇을 왜 썼어요?	
4. 비디오를 보고 친환경 여행을 하는 방법을 세가지 써 보세요.	
•	
•	
 친환경 여행을 할 때 여러분이 할 수 있는 것을 위 리스트에서 체크한 후 그룹별로 가장 중요한 3가지 항목을 써 보세요. 	
•	
•	

Appendix E-4. Day 6 worksheet

1. 탄소 발자국 단어 리스트 탄소 발자국: 탄소 족적: 저탄소 제품: 생산: 폐기: 발생: 온실 가스:

> 단계: 인증:

배출량:

이산화 탄소:

감소하다: 증가하다:

2. 아래의 문단을 읽어보세요. 탄소 라벨링은 무엇입니까?

 탄소 라벨링은 [제품과 서비스의 생산부터 폐기까지 모든 과정에서 발생하는

 온실가스
 발생량을
 이산화탄소
 배출량으로
 바꾸어]
 라벨로
 표시하는

 제도입니다. 탄소 라벨링에는 1단계 '탄소발자국 인증'과 2단계 '저탄소제품

 인증'이 있습니다. 1단계 탄소발자국 인증은 이산화탄소 배출량을 <u>공개</u>한

 제품들이 받습니다. 1단계 인증을 받은 후에 이산화탄소 배출량을 4.24% 이상

 줄이면 2단계 인증을 받습니다. 또는 비슷한 다른 제품들의 <u>평균</u>이산화탄소

 배출량보다 낮을 때 인증 받을 수 있습니다.

3. 문단을 읽고 각 제주도, 순천만여행의 탄소 라벨링 만들기 (Google slide 활동)

Each group will read your part from the article below and create your own carbon label on the shared google slide.

<u>키즈현대 :: 환경을 보호하는 여행! 환경성적표지 인증 생태 관광</u> 알아보기

Group 1: 제주시 선흘리 동백동산의 1박 2일 생태체험 프로그램인 '다 같이 돌자 동네 한바퀴'와 '동백꽃 피다'

Group 2: 순천만의 생태 관광 프로그램인 '1박 2일 순천만 품으로'와 '순천만 노을길 여행

Group 3: 창녕 우포늪의 생태 관광 프로그램인 '사람과 자연이 만나는

우포늪'과 친환경 숙박 시설인 '우포생태촌 유스호스텔'

4. 탄소 배출량이 적은 여행 상품부터 차례로 써 보세요.

List the travel products in order of the lowest carbon emissions.

1.	
2.	
3.	
4.	

Appendix E-5. Day 7 worksheet

친환경 여행 계획으로 바꿔보세요. 여러분은 3박 4일 동안 한국에 여행을 갈 거예요. 무엇을 하고 무엇을 가져가면 친환경 여행을 할 수 있을까요?				
	여행 장소	할 일 / 하루 계획	준비물	The reasoning behind your eco-friendly travel plans
첫째 날				
둘째 날				
셋째 날				
넷째 날				

Appendix F. Eco-friendly travel Rubric

Assessment Elements		Description	Mark "√"		
			Effective	Acceptable	Limited
Multimodal Aspects	Multiple Modes	-Did students use 2 or more meaning-making modes such as font, size, color, shape, or background to create pamphlets?			
	Appropriate Use of Multiple Modes in the Context	-Did students purposefully use each mode with a specific role in the pamphlets? -Did students use each mode relevant to specific topics?			
SSI Aspects	SSI Knowledge	-Did students demonstrate their SSI knowledge of eco-friendly travel?			
	Appropriate Use of SSI Knowledge	-Did students purposefully use their SSI knowledge of eco-friendly travel in the digital travel pamphlet relevant to specific topics?			
Language Aspects	Task / Function of the pamphlet	-Did students appropriately use vocabulary and sentence structures considering genre specific attributes of the pamphlet?			
	Language Accuracy	-Did students use vocabulary and sentence structures accurately and effectively to deliver the message without errors or mistakes such as misspellings, grammatical errors, and misuse of words?			
Overall Organization		-Did students include all the elements with enough information and organize them coherently and effectively?			