

## Planning Stage: Preparing for the Lesson

- A. Who are the students: This course is designed for beginner level students and would take place during one class period.
- B. What is the cultural content: The product is the ECOBICI in Mexico City and the practice is riding the bicycle. The perspective is how the use of the ECOBICI impacts the environment and reduction of carbon monoxide in the environment.
  - a. For the first image, I used a picture of the Mexico City on a bad air day so you can visually see the pollution in the air. There is also a flag of Mexico in the foreground so we know which country we are talking about.
  - b. For the second image, I used a picture of an ECOBICI station.
- C. Vocabulary:
  - a. Words: medio ambiente, naturaleza, ecoturismo, ozono, ir en autobus, ir en carro, ir en tren, andar en bicicleta, el cambio climático, la conciencia ambiental, la contaminación, la población, los recursos naturales, la tierra, dejar huella, preservar, proteger, concientizar
  - b. Formulaic phrases: En mi opinión, Yo creo que, En general
- D. Grammatical Structures:
  - a. Comparisons of equality and inequality especially for the last slide where you can compare the ECOBICI with something similar in your own town.
  - b. Also recycling a lot of previous grammar

## Enacting the Cultural Images

- A. Step 1: Images and Making Observations
  - a. Image 1
    - a. Picture of Mexico City covered in smog. There is a flag of Mexico in the foreground
    - b. Questions: ¿Qué país es? ¿Cómo sabes? ¿Cuáles son los colores de la bandera? ¿Cómo es el clima? ¿Son nubes o contaminación? ¿Por qué?
  - b. Image 2
    - a. Picture of a ECOBICI station.
    - b. Questions: ¿Qué ves? ¿ De qué color son las bicicletas? ¿Dónde están? ¿Es una ciudad? ¿Son eléctricos? ¿Tienes que pagar? ¿Cómo sabes?
- B. Step 2: Analyzing Additional Information about theProduct/Practice
  - a. Infographic of data from ECOBICI
    - a. With this information, I will ask students questions such as ¿Cuántas estaciones hay? ¿Cuántas bicicletas hay? ¿Cuántos usuarios hay? ¿Mucha gente usa las bicicletas? ¿Por qué piensas que usan las bicicletas? Tienen un efecto en el medio ambiente?
  - b. Graph depicting the reduction of carbon monoxide in Mexico City from the use of the ECOBICIs.
    - a. With this information, I will ask students to interpret the graph. I will need to scaffold the graph by pointing to the different parts of the graph and asking what

it represents (años, reducción, CO, etc). ¿En los 10 años, desde el principio del programa ECOBICI, como cambió el contaminante monóxido de carbón?

C. Step 3: Generating Hypotheses about Cultural Perspectives

- a. Image #1 is a picture of a person riding an ECOBICI through a city. In front of the bike is a huge paint brushing painting the path green.
- b. FACT Questions: ¿Que hay? ¿Dónde está?
- c. THOUGHT Questions: ¿Por qué está pintando su camino con el color verde? ¿Qué representa el verde? Pueden pensar en un eslogan para este imagen?
- d. With the slogan, we could share them and then vote on a favorite

D. Step 4: Exploring Perspectives and Reflecting Further

- a. For the step, I showed an additional image of a similar bike program we have in Cincinnati. They can explore online how these bikes work and also give their opinion about why we use them in Cincinnati and if the uses are similar or different to Mexico City.