



## Teacher Guide

## LEARNING GOALS

**Vocabulary**  
environment  
recycling**Speaking Skills**  
planning and presenting**Writing Skills**  
report

## 1. Before Watching

**Interaction Pattern:** Pairs/Whole Class**Time:** 5 mins**C21 Tags:** Communication, Creativity

Ask learners if they know what an eco club is. If necessary, explain that it's a group of students who work together to make their school greener and help the environment. Put them in pairs and have them discuss ideas about how their school could help the environment (e.g. a school litter pick). Invite learners to share their ideas with the class and decide which would be the easiest to implement.

**Watch out for these terms:**offset (*v*), equivalent (*n*), carbon emissions (*n*)**Sustainable development goal:** SDG 13, Climate Action.**Other goals to address:** SDG 12, Responsible production and consumption, SDG 14, Life Under Water. SDG 15, Life on Land.

## 2. While Watching

### Activity a)

Interaction Pattern: Individual/Pairs

Time: 10 min

Tell learners they are going to watch a video featuring children around the world who have started an eco club at their schools. Play the video once and then ask learners to work in pairs and summarise what they saw using some of the words in the boxes. Get feedback from the class and check how much everyone understood, trying to use as many of the keywords as possible.

**Possible answer:** The **schools** in the video took part in a **competition** to show what they are doing to fight **climate change** and help the **environment**. Each of the schools is **making a difference** in their own way, for example, **planting trees** and **recycling** old bottles and **newspapers**.

### Activity b)

Interaction Pattern: Individual/Pairs

Time: 10 mins

Ask learners if they can remember some of the environmental activities they saw in the video and elicit what the children in Ukraine do (recycle everything possible). Then watch the video again and have learners match all the other activities (1–8) to the different countries by writing their answers in the space provided. If time, allow learners to compare answers in pairs before using the transcripts to double check if they are correct.

**Answers:**

4	Ukraine	6	Indonesia
2	Nigeria	7	Kenya
5	Ethiopia	1	India
3	Northern Ireland	8	Lebanon

### 3. After Watching

#### SPEAKING

Interaction Pattern: Individual/Groups/Whole Class

Time: 15 mins

C21 Tags: Communication, Collaboration, Critical Thinking

In the video the students use plastic water bottles to make waste bins and plant pots. Tell learners that they are going to come up with some more creative ways to recycle bottles. Give them a couple of minutes to think of ideas and make notes on their worksheets. Then put them in small groups, have them choose their favourite idea and get them to discuss the questions. Finally, they should present their idea to the rest of the class explaining why it is useful, what makes it original, how to make it etc.

**Extra activity:** as a follow up task, have learners bring in empty water bottles and make some of their inventions.

#### WRITING

Interaction Pattern: Groups/Individual

Time: 25 mins

C21 Tags: Communication

Choose a learner and have them read out the text in the box. Check they understand any difficult vocabulary such as *heating up*, *help tackle* and *climate crisis* and ask if they know any young people or activists that are fighting against climate change, for example, Greta Thunberg (Fridays For Future), Amy Meek (Kids Against Plastic) and Clover Hogan (Force of Nature). Then put learners in small groups and have them think of ideas and make notes about the things their school or community could do to help solve the problem.

Now, learners should work individually to write a report outlining three solutions to the problem. Before starting, check students are familiar with the format of a report and explain that they usually have a title, subheadings, and can make use of bullet points and numbers to help organise their writing. You can also point out the useful phrases and explain or elicit when each can be used. If time, finish the class by asking for volunteers to read out their reports.

## 4. CLIL Project

# 3-Minute Documentary Reforestation

Time Required: 2–3 lessons

Explain to learners that one possible solution to climate change is *reforestation* and tell them they are going to create a 3-minute documentary on the topic.

**Research:** Ask learners what they know about deforestation and reforestation and show them a few reforestation projects such as Jadev Payeng in India, the Great Green Wall of Africa and the Felix Finklbauer initiative, Plant-for-the-Planet. Brainstorm ideas about the positive and possible negative effects of reforestation on a large scale.

**Preparation:** Put learners in groups and have them plan and make notes about what they want their documentary to be about. For example:

- An existing reforestation project
- Ways to prevent deforestation
- Positive effects of trees
- Potential negative effects of mass reforestation

**Production:** Have groups collate and organise their information, deciding the best way to present it. They may want to act out different scenes, look for pictures or videos which they can narrate or a combination of the two.

Allow them time to script and rehearse their documentary and monitor groups and offer feedback on language use. When they are ready, they should record their documentary using a mobile phone or camera. If learners don't want to be on screen, off-camera roles could include narration, editing and directing.

**Reflection:** Finally have each group play the documentaries in class and encourage other groups to watch carefully and make notes of any interesting information so they can ask questions at the end.

Subject tags:

Geography, Drama

C21 tags:

Collaboration, Creativity, Critical Thinking