



Teacher Guide

LEARNING GOALS

Vocabulary

greenhouse effect
problems and solutions

Speaking Skills

discussion – ranking
activities

Writing Skills

social media post

1. Before Watching

Interaction Pattern: Pairs

Time: 5 minutes

C21 Tags: Communication, Collaboration, Critical Thinking,

Have learners look at the picture on their worksheet and ask them what they think the girl is dressed as (a plant). Then have them read the questions and discuss their ideas in pairs. Get feedback from the class and ask follow-up questions, e.g. Do you think plants are important at school? How can plants help the school environment?

**Watch out for these terms:**photosynthesis (*n*), greenhouse gasses (*n*), to ban (*v*)**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.** The video shows school aged students working hard to solve issues surrounding the climate crisis.

2. While Watching

Activity a)

Interaction Pattern: Individual/Pairs

Time: 10 min

Tell learners they are going to watch a video about different students around the world that are working hard to make their schools greener. Elicit things they think the students might be doing, for example, planting trees or recycling plastic. Then play the video once, have learners read the three social media posts and tick the one they think best describes the video. Have learners compare their answers in pairs, before checking as a class.

Answer key: number 2 (International students are working hard to fight the climate crisis).

Extension activity: If time, have students write their own tweets about the video.

Activity b)

Interaction Pattern: Individual

Time: 10 min

Ask learners to read the sentences and explain there is a mistake in each one. Then watch the video again and have them correct the mistakes.

Answer key:

1. The *School of Exploring* is in **INDONESIA**
2. The *Unhappy School* is surrounded by **CONCRETE**.
3. In the school in the Philippines they can't use **SINGLE USE WATER BOTTLES**.
4. In India they made a filter to help them **CLEAN** the water.
5. The school in India uses **SOLAR** power.

3. After Watching

SPEAKING

Interaction Pattern: Pairs/Whole Class

Time: 15 min

C21 Tags: Collaboration, communication, critical thinking,

Draw learners' attention to the different ways that schools can help protect the planet and explain any difficult vocabulary (e.g. Eco club or petition).

Then, put them in pairs and have them order the ideas by how important they think they are - 1 being the most important and 8 being the least important. Monitor them while they do this and note down any examples of good language use, and anything which could be improved. Go round each pair and get them to tell the class which idea they think is the most important and why. Then as a whole class decide on the three most important actions and discuss how easy they would be to implement at their school and how popular they think they would be. Finally offer some feedback on language use.

WRITING

Interaction Pattern: Group/Individual

Time: 20 min

C21 Tags: Critical thinking, Creativity,

Tell learners to imagine they have their own eco club at school (if they don't already have one) and that they are going to plan a fundraising event to raise money for it which they will share on social media. In small groups they should read the questions and make notes about their event using the boxes provided - *when, where, who, what*.

They should then use their notes to write a short social media post to try and encourage people to come to the event and help them raise money. Inform students that a good social media post needs to be short and engaging, but must contain all of the relevant information about the event including what the money will eventually be spent on.

4. CLIL Project

Planning a Fundraising Event

Time Required: 2 lessons

As an extension from the writing activity, learners are going to plan an event in more detail to raise money for their eco club.

Research: Ask learners if they have ever been to a fundraising event.

Brainstorm ideas for fun activities that could take place that they think people would pay for. Have them research the cost of some typical materials they might need to promote and host the event. Then, tell learners that they have to plan the event with a maximum budget of £200. The event should enable their eco club to raise funds but also promote sustainable actions at the same time.

Preparation: In groups, learners decide the activities that will take place at the event. *e.g. a local band, treasure hunt, photo booth etc.* They must create a final shopping list and then calculate the cost using a British supermarket website such as [tesco.com](https://www.tesco.com). Learners must also decide how the event will raise funds *e.g. ticket sales and donations* and what they will do with the money after.

Production: Give learners time to create a presentation outlining how they will spend their money, how much they hope to raise and the environmental issue the eco-club will invest the money in.

Reflection: Once they finish, learners can share their presentation with their classmates and have them vote to decide which option is the most realistic way of raising money for the eco club.

Subject tags:

Maths, Business

C21 tags:

Critical thinking, Problem-solving, Collaboration