



Teacher Guide

LEARNING GOALS

Vocabulary
waste
innovation**Speaking Skills**
compare and discuss
different innovations**Writing Skills**
blog

1. Before Watching

Interaction Pattern: Whole class/individual/pairs

Time: 5 min

C21 Tags: Communication, Collaboration, Critical Thinking

Write the quote “I’ve learnt you’re never too small to make a difference” on the board. Ask learners to guess who said it. Elicit it was Greta Thunberg and discuss the impact she has had with movements such as Fridays for Future. Give learners a couple of minutes to brainstorm ideas of things they can do, no matter how small, to “make a difference”. After a few minutes, invite them to share their opinions with the class. Encourage learners to give extended answers by asking follow up questions.

Possible Answers: use less water, reduce plastic waste, raise awareness, unplug electronics, buy second-hand, recycle.

**Watch out for these terms:**

to illuminate (*v*), phenomenon (*n*), to refract (*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, SDG 9 Industry, Innovation and

Infrastructure The video shows how groups of school aged learners across the globe are tackling the climate crisis and raising awareness within their local areas about environmental issues.

2. While Watching

Activity a)

Interaction Pattern: Individual

Time: 5 min

Ask learners if they know any innovations that help the environment or reduce climate change, such as solar panels. Then have them look at the list in activity a) and check any words they don't understand. Play the video once and have learners tick the three innovations mentioned in the video.

Answer key: b, d, f

Activity b)

Interaction Pattern: Individual/pairs

Time: 10 min

Tell learners they are going to watch the video again but this time they have to choose the best answer (a, b or c) for questions 1–6. Play the video twice if necessary. During feedback, provide the students with the transcript to check their answers and have them underline the relevant sections.

Answer key:

- | | | |
|------|------|------|
| 1. b | 2. c | 3. a |
| 4. b | 5. b | 6. a |

3. After Watching

SPEAKING

Interaction Pattern: Pairs/Whole Class

Time: 10 min

C21 Tags: Communication, Critical thinking

Ask learners which of the innovations in the video was their favourite. Then put them in pairs and tell them they are going to discuss and compare two of them - the *plastic bottle lighting* and the *biodegradable statues*. Assign each learner one of the innovations and give them time to look back at the transcript to check what problems each innovation solves. They should make notes using the prompts on the worksheet. When they are ready they should compare and contrast the two innovations. Show them the example and encourage the use of comparative language.

E.g. Learner A: *The plastic bottle lights are difficult to make, but anyone can make a biodegradable statue.*

Learner B: *I see what you mean, but the lights can help families who can't afford electricity.*

Walk around, monitor and make note of any good language use or anything which could be improved. Then, after a few minutes, ask pairs to agree on which innovation would have the biggest impact and discuss the answers as a class before providing feedback.

WRITING

Interaction Pattern: Groups/Individual

Time: 30 min

C21 Tags: Critical Thinking, Collaboration, Communication

Tell learners that they are going to write a blog post for an environmental website aimed at festival organisers. The post will give five tips or pieces of advice to help people plan a greener festival.

First, have learners think of a festival in their town or area. Offer some suggestions or if available, allow students to research local festivals on the internet. If learners are unable to think of a festival, suggest a famous festival they might have heard of, or allow them to make one up.

In groups, get learners to complete a mindmap with ideas to make their chosen festivals greener. e.g. use cartons instead of plastic water bottles, only serve plant-based food.

When they have enough ideas, have learners write their blog posts individually. Remind them to include a catchy title and if using notebooks to include features like headings and bullet points or numbered lists, as well as a short introduction and conclusion.

Alternatively they can write in the boxes on the worksheet, however, they should still write full sentences.

You could collect and share the ideas on a school blog, or if the tips are about local festivals, send them to the organisers and see if your class tips can be implemented in the next event!

4. CLIL Project

ADAPTING TO CLIMATE CHANGE

Time Required: 3 lessons

Learners are going to investigate and create a simple invention using recycled materials which can be used to help communities adapt to climate change.

Research: As a class, brainstorm past and potential weather events caused by climate change and write a list on the board. Then, have learners work in small groups to discuss how these events might affect the people living where they occur.

Preparation: Assign each group a potential climate change related issue e.g. *frequent flooding, increased temperatures and drought*. Get learners to investigate how people are adapting to live with these problems. e.g. *houses on stilts in Bangladesh, rainwater collection and water filters*. Tell learners they are going to come up with a new invention to help people adapt to the situation. Encourage them to think about what it is, how it works and the materials they'll need. Refer back to the plastic bottle lights in the video for inspiration.

Production: Provide learners with the materials they need (or ask them to bring items from home) and allow them time to build their inventions. While they are creating it, one member should write a step-by-step guide of how it works, to help them with their final presentations.

Reflection: Once they finish, have learners present their inventions to the rest of class describing the creation process, its purpose and functionality.

Optional activity: Learners create a video of the creation process to share with other learners both in class and on social media.

Subject tags:

Science, Geography

C21 tags:

Critical Thinking, Collaboration, Creativity