TeachingEnglish

Climate action in language education: Activities for low resource classrooms

Daniel Barber, Katherine Bilsborough, Christopher Graham and Thomas Kral

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Climate action in language education:
Activities for low resource classrooms

This publication provides teachers with a bank of thirty activities, based on ten climate change themes, with step-by-step guidance for each activity. They are an ideal starting point to help to address issues of sustainability in the classroom. The activities cover a range of levels and age groups, and each explores climate change through one of ten topics, from sports to storms and from farming to fashion. They are designed with flexibility in mind, can be integrated within existing curricula and are all designed for contexts without access to audio equipment, printing, or photocopying facilities.

Most of the activities in this publication have been adapted from twelve lesson plans which can be found on the British Council's Teaching English website. Before choosing which of the resources to use please consider which one is best for your teaching context:

This publication:

- 30 activities from 15 to 45 minutes each in 10 units around a single theme
- Designed for low-resource classrooms
- No printing, photocopying or handouts are required
- Has no specific online version but many activities can be adapted
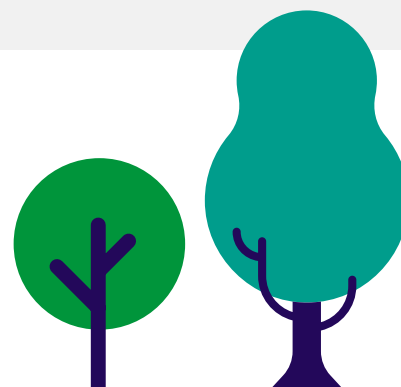
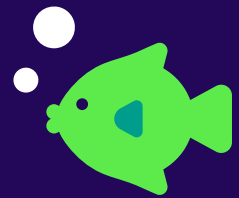### Climate action in language education online lesson plans:

- 12 detailed full-length lesson plans from 60 to 90 minutes each
- Designed for well-resourced classrooms
- Includes handouts and reading texts for printing or photocopying
- Has versions for online teaching with slides for all 12 lesson plans

As well as providing a bank of activities, this publication aims to help and encourage teachers who want to create their own materials and to integrate positive environmental action into every class.

Find out:

- why the themes of sustainability and climate action are not only important but make great lessons too.
- how to integrate climate action into existing lessons.
- how to engage learners in environmental action in a sensitive and hopeful manner.

Contents

Part 1: Climate action in language education

Part 2: Activities for low resource classrooms

5. Buy. Use. Toss Understanding the impact of consuming and throwing away	1. What's it made of?	Listening Speaking	A2 and above Secondary/adult	20 mins	45
	2. The life story of a plastic bottle	Listening Writing (optional)	B1 and above Secondary/adult	30 mins	46
	3. What can we do?	Speaking	B1 and above Secondary/adult	30 mins	48
6. Upcycling Thinking about how rubbish can be recycled into items of higher value.	1. Upcycling – Is it true?	Listening Vocabulary	B1 and above Secondary/adult	20-25 mins	50
	2. Upcycling noughts and crosses	Speaking Vocabulary	B1 and above Secondary/adult	20 mins	52
	3. The (upcycled) recycled orchestra	Listening	B1 and above Secondary/adult	25-30 mins	53
7. Fast fashion Finding a compromise on the climate and economic impacts of the fashion industry.	1. The problem with fast fashion	Speaking Listening	A2 and above Secondary/adult	20 mins	56
	2. Fast fashion in numbers	Vocabulary Listening Saying big numbers	A2 and above Secondary/adult	40 mins	58
	3. Class survey on fast fashion	Listening Speaking	B1 and above Secondary/adult	35-40 mins	60
8. Water for all Examining the water crisis and its impacts, globally and locally.	1. The vicious cycle of the water crisis	Writing Listening Presenting (optional)	B1 and above Secondary/adult	35-40 mins	62
	2. Too much water, too little water	Listening/notetaking Speaking	B1 and above Secondary/adult	40 mins	64
	3. Water problems and solutions	Speaking Presenting	B1 and above Secondary/adult	30 mins	67
9. Farming and the environment Connecting farming, food security and the climate crisis.	1. What's true, what's false?	Vocabulary Listening	B1 Secondary/adult	20 mins	69
	2. Feeding a growing population	Listening Speaking	B1 and above Secondary/adult	30-40 mins	71
	3. Farmers vs. green activists	Listening Speaking	B1 and above Secondary/adult	40 mins	73
10. Climate change and energy Assessing energy sources and their impact on our planet.	1. Mind mapping energy sources	Vocabulary Speaking	A2 and above Late primary and above	30-40 mins	76
	2. The truth about energy sources	Superlatives Listening	A2-B1 Late primary and above	30 mins	78
	3. Haiku, energy and climate action	Creative writing Pronounciation	A2 and above Late primary and above	30 mins	80

Part 1:
Climate action in language education

Foreword

Climate change education is key to tackling the climate crisis.

Education is an essential element of the global response to climate change. It helps young people understand and address the impact of global warming, encourages changes in their attitudes and behaviour and helps them adapt to climate change-related trends. Climate Change Education is an essential component and a catalyst for responding to global climate change.

UN Sustainable Development Goal 13 'Climate Action' calls upon all countries to integrate Climate Change Education throughout the education system, to mainstream it in national education policies and across curriculum and assessment. Education experts agree that to ensure effective learning and deep understanding of the subject matter, climate change education should be integrated across school curricula at all levels.

We strongly support calls to reenergise the global community around commitments to climate change education, in line the Paris Agreement and UN Sustainable Development Goal 13. Curriculum reform and effective teacher development are essential in ensuring climate change education is integrated throughout education systems, including in language education. This then enables students to develop their climate and environmental literacy alongside their language skills, as well as building their resilience, adaptive capacity, and ability to promote climate justice.

If we are to meet the ambition of reaching net zero emissions globally, connecting and building trust and alliances between countries, communities and generations will play a vital role in ensuring the whole of society contributes to tackling the global challenges we face. Raising the standard of climate change education is at the heart of making this happen.

As part of the British Council Climate Connection programme, we have developed a specific strand focussed on Climate Action in Language Education. Working with partners and teachers in the UK and around the world, we have developed a range of new resources to help English teachers integrate climate change issues into their teaching. This includes the Climate Action in Language Education massive open online course (MOOC) and a 10-part podcast series, The Climate Connection, which explores the relationship between the climate crisis and language education. These and a range of other low and high tech innovative free resources support English teachers keen to integrate climate change topics into their classroom practice.

Since April 2021 over 100,000 English teachers and students from over 140 countries around the world have directly engaged with the programme and this publication, Climate action in language education: activities for low resource contexts, aims to build on these resources and offer something new. It provides teachers with a bank of thirty activities, based on ten climate change themes, with step-by-step guidance for each activity. The activities cover a range of levels and age groups, and each explores climate change through one of ten topics, from 'sports' to 'storms' and from 'farming' to 'fashion'. They are designed with flexibility in mind, can be integrated into existing curricula and have been developed for contexts where they may be limited access to audio equipment, printing or photocopying facilities.

It is estimated that at any one time there are over 1.5 billion people across the globe learning English, most of them students in school. We hope that these climate change education activities will be integrated into English language lessons all around the world.

If you are an English teacher reading this, we hope that this resource will help you feel more confident integrating climate change issues into your teaching practice and inspire more climate action with your students, wherever in the world you are.

Together we can make a real difference.

Michael Connolly
Director, English Programmes
British Council

A word from the writers

Most of the activities in this publication are adaptations of work carried out by Katherine Bilsborough, Christopher Graham and Daniel Barber, three of the founding members of ELT Footprint, a global community of more than 4,000 teachers, trainers, writers and publishers dedicated to reducing the environmental impact of their place of work, the English language teaching profession.

Robert Swan, an Antarctic explorer and environmental campaigner, said "the greatest threat to our planet is the belief that someone else will save it." Of course, we all want to know what we can do to help save the planet. However, we also want to know what we can do to achieve the biggest and most positive impact. When we asked ourselves that question, we realised that, although we need to be living sustainably at home, we also need to bring the climate crisis into our professional lives to support action on a broader scale. We shouldn't be just trying to live sustainably, we need to work sustainably, too.

We created ELT Footprint to explore what working sustainably might look like and to make an impact in the world of English language teaching. Ours is an example of a grassroots movement pushing to make the teaching of English more sustainable, but we are just one of many initiatives. It is hugely exciting to see so many individuals and organisations, big and small, taking action on the climate crisis. It is therefore a privilege to be invited by the British Council to contribute to the greening of language teaching through The Climate Connection campaign.

We see this publication as a small part of a large global project and hope that these activities and, the other initiatives under the British Council's 'Climate Connection' programme, contribute to a full integration of sustainability into classrooms around the world.

Sometimes the coverage of climate change in the media, often with graphic imagery, can lead to a feeling of frustration and anxiety. This publication aims to channel such frustration and anxiety into participation in climate education, leading to climate action and advocacy for a greener world.

There is a global crisis going on that threatens so much that we value and, as English teachers, just like everyone else, we can choose to be part of the problem or part of the solution. We aim to be part of the solution.

Join us at ELT Footprint

"**Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has.**"

Margaret Mead
Cultural anthropologist and writer

Introduction

Who this publication is for?

This publication is for you – whatever level or age groups you work with. If you are …

a teacher

wanting to integrate climate change, sustainability and environmental topics into your day-to-day classes, you will find highly practical, learner-centred activities.
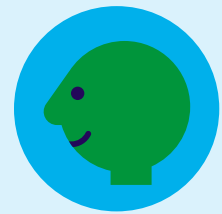
a director of studies or head of an English department

who would like to help teachers bring climate change issues into their classrooms, this publication has activities that raise environmental awareness and support learners' English skills.
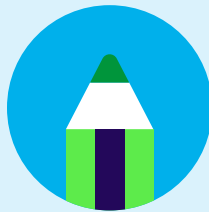
a teacher educator or a teacher

who wants inspire colleagues to integrate environmental topics into their lessons, you will find many ideas for activities and activity design, which you can present in a workshop or a staff meeting.

a school director or headteacher

who needs to discuss course content parents or students, this publication will help you explain why green issues are so important in language education, in the students' overall education and in establishing a 'green' school culture.

a content editor or author

seeking inspiration around how to integrate environmental themes into English language teaching materials, you will find ideas for all levels and age ranges, as well as ways of increasing student motivation and engagement.

Why incorporate sustainability issues into your lessons?

There are many reasons for integrating issues around the climate crisis and biodiversity protection in your classes and school.

Because this is a crisis.

Greta Thunberg said "I want you to act as if our house is on fire…. Because it is." In a crisis everything we do should be aimed at ending that crisis. It is essential to live sustainably, but that is not enough. We also need to work sustainably.

There are different levels at which we can take action to fight global heating: in our private lives at home; through conversations and action with friends and family; and politically, with marches, boycotts, votes and petitions. But perhaps the biggest impact we can make is at the level of the communities we are members of, and for most people, the most significant community is in our place of work and our wider professional networks. Our learners and fellow colleagues make up the community that we spend a significant amount of time with, who we can influence, and who influence us.

Because it is preparing our learners for the future.

In language teaching we talk about 21st century skills, such as creativity and collaboration, as being essential skills for the future. The skills we must teach our learners also include understanding the climate crisis and the skills to evaluate human activity based on its consequences on the living planet. Around the world politicians are being told that "the education of children provides a 'critical opportunity' to prepare them for a world transformed by climate change" and that "efforts to tackle the climate crisis need to extend to … classrooms with routine lessons on the threats posed by global heating".

Young people will have to navigate a world deeply impacted by climate change, so they need to learn about it: the science; the social and economic consequences; and most importantly of all, their role in combating it. It would be pointless to prepare learners for the future when, because of global heating, any future they have will probably be very different and much more difficult than what we hope and imagine for them.

Because English is an important language in climate science and environmental activism.

Not only do climate scientists and politicians conduct much of their work in English, but campaigners with activist groups such as Fridays for Future, Extinction Rebellion and Greenpeace use English to reach the widest possible audience. Everywhere you look, the dominant language on placards is English. As English teachers our role has become more important than ever; we are responsible for equipping our learners with the language tools they need to fight on the global stage. English is the most widely used international language to communicate science, share progress and coordinate action.

Because our students want it.

In a recent British Council survey of teenage learners around the world, more than three quarters said they wanted more climate change-related activities and discussions in their schools with 72 per cent wanting more climate-related topics to be included in their English lessons.

Integrating sustainability topics into your teaching - some things to consider:

Climate education is about changing the way we do things. It's about our day-to-day decisions and actions being seen through 'environmental eyes'. This process of changing the way we do things can be applied to English course materials and our lessons as well. The traditional coursebook approach of, for example, Unit 7 - Our Green Planet (often the unit that has dated most quickly due to the fast-changing nature of environmental issues), runs the risk of a tick-box approach. We may think, "we've done climate change", but we have really only ticked a box. Instead, integrating climate issues across a whole course would change the way we do things in all our lessons.

## Integration by linking to the curriculum

Teaching entire lessons dedicated to aspects of the climate crisis is a great chance to raise awareness of sustainability with your learners, but it isn't always possible to spend whole lessons on the topic because you need to consider the curriculum, the course and exams. One of the challenges with integration of climate and sustainability topics is where and how they fit into a curriculum, course book or a scheme of work. One solution is to look for links or 'hooks' into the course.

For instance, a typical unit in a coursebook for teenagers might be based around the topic of transportation, with a dialogue or a text discussing different ways to travel between two places. Here, climate change can be integrated by asking students to consider the environmental impact of each mode of transport, thereby initiating a discussion about the high carbon impact of air and automobile travel and eco-friendly options like cycling and walking. At a straightforward level, this won't significantly change the duration of a lesson. These are essentially minor changes, which add a climate-related twist to a lesson. Similarly, a climate change twist can be added to lessons on topics such as food, clothes and sports. These are among the themes featured in this publication, whose activities provide a good starting point for ideas on adding a climate change component to the curriculum.

Considerations of age and level when integrating

Student age is of significance when integrating climate and sustainability topics, for several reasons.

- Some content is challenging at a scientific level – this has age and intellectual maturity issues.

- Some content requires students to make connections; for example, being able to see the connection between global warming and a recent flood in your region can require scaffolding with younger learners.

- The issue of eco-anxiety is an important one, notably with teenagers. Social media can overwhelm young people with images and stories of climate breakdown and as educators we must be aware of the anxiety this can cause. One approach is to focus on solutions rather than problems, as young learners will more readily engage with actions they can actually take. Equally, a belief that even small changes can have an impact will help overcome learners' anxiety and reduce their feeling of helplessness.

- Climate and sustainability content in English language teaching is often text-driven and may require scaffolding through the translation of the key environmental vocabulary into the learners' first language. Likewise, the climate emergency may be high on local or national news agendas, while beyond national borders, social media is widely used for discussions about the environment. Thus, student familiarity with local green issues and climate-related terminology in their first language will support positive engagement with climate issues in their English classes.
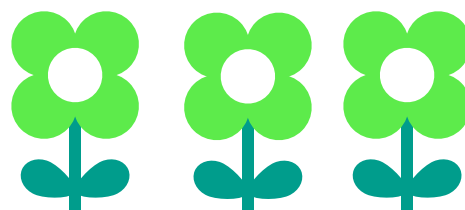
Managing student knowledge of climate topics

It can be difficult to measure the level of technical knowledge that students have of climate change and connected topics the first time they come up in English class. One solution might be to create a climate change quiz or find one online. Before doing so, a word of caution. An 'official' quiz might lead to a degree of anxiety amongst some students, so conducting a quiz informally, in the form of a discussion, might well be a better choice.

Students want to learn the science behind environmental issues, so some understanding of this by the teacher is helpful, but again teacher anxiety is something to avoid! A collaborative exploratory discussion of the science between teachers and students can help to reduce mutual anxieties. With younger learners of course, a lower level of explanation is needed, and practical local considerations such as use of plastic bags or traffic pollution, and how students feel about them, can help learners understand the problems in a relatable way.

Cross curricular integration opportunities

Climate change and sustainability can be taught in several different classes at school. Science and geography are the most obvious ones, but social studies, history and sport have connections with climate issues too. Where possible, cross-curricular liaison, where there is parallel discussion of say, the water crisis, in the English class and the biology class in the same week, can make for a well-rounded learning experience. Climate change education needs sharing and coordination across different subject areas.

The role English language teaching can play in school 'greening'

Many educational institutions around the word are in the process of greening their activities, whether that means recycling paper, using solar energy or planting trees. The introduction of climate change topics into class can be seen as part of that process. There is no better reinforcement of an English lesson around the topic of plants absorbing CO2 than having students cultivate a small garden at school, or a lesson about plastic pollution in which students create posters urging people to say 'no' to plastic bags in local shops and markets. Action and hope are two key drivers of climate education.

"We do not inherit the Earth from our parents, we borrow it from our children."

Proverb
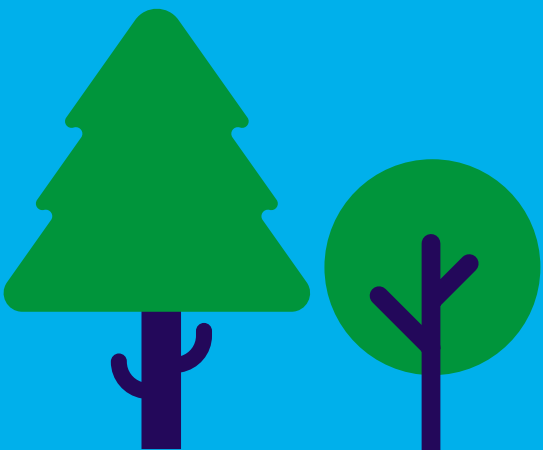
How to use this publication

A resource for teachers

This publication has been designed with flexibility in mind because we understand that the teaching contexts and circumstances will be different for each user. For example:

- The activities are adaptable to different levels and groups. The levels and timings given are flexible. Most activities can be made easier or more challenging and can be shortened or extended.
- The activities can be added to existing lessons to make them more interactive and to give topics a climate focus.
- Two or three activities in a unit can be combined to make one or two full-length lessons around that unit's theme.
- A single activity can form the basis of a whole lesson, to which the teacher can add, for instance, a warmer at the beginning and a writing task at the end.

A resource for teacher educators

Teacher educators can use the activities in this publication to help their teachers develop the skills they need to create their own classroom activities. One simple way of doing this could be to analyse and evaluate several of the activities, identifying and discussing how key features support and help learners. Such features might include balancing environmental content with language practice, using different interaction patterns, logically sequencing tasks within an activity and personalising or localising topics. Evaluating existing materials is an effective way to approach the development of new materials.

Evaluating the activities

A key element to successfully integrating sustainability in language education is to critically evaluate any activities that deal with environmental and climate issues. To do so you can ask the following questions:

- What aspects of the climate emergency or other environmental issues are taught or discussed?
- How appropriate and relevant are the environmental objectives to the group?
- How does the activity aim to raise awareness of the issue or encourage action?

Principles for developing effective teaching materials

Effective teaching and learning are based on solid principles. The same is true for the creation of materials, whether complete course books or smaller resources such as role-play cards or survey questions to be used with a specific class. It is only by first selecting and then observing principles that we can be sure our materials are appropriate, effective and of an acceptable standard.

General principles for materials

Good lessons, with effective materials that help the teacher meet their goals, are driven by certain key principles. Brian Tomlinson, a leading expert on materials development, suggests that effective materials should:

- expose learners to authentic language
- help learners notice language features
- provide opportunities to use the target language to communicate
- provide opportunities for feedback
- arouse and sustain learners' curiosity and attention
- stimulate intellectual and emotional involvement.
- reflect the needs and preferences of learners and teachers.

Just as principles for teaching and learning are heavily dependent on context, so too are principles for materials. While 'helping learners notice language features' can be considered a universal or 'common sense' principle, teachers creating their own materials might consider other less-obvious principles important. For someone working in a low-resource situation, one guiding principle might be that texts should be short enough for the teacher to write on the board, to read out loud as a live listening or to deliver as a dictation activity. For someone teaching mixed ability groups, it might be that materials are created with plenty of built-in differentiation. The good news is that materials writers can choose their own principles, according to the needs, levels, ages, interests and abilities of their learners and in line with the context within which they will be used. What is important is that principles are selected thoughtfully and then used to drive the writing process.

Green principles

Some content about the environment and the climate crisis already exists in course materials, but not much. For the most part, it has been given the same treatment as any other topic. It may or may not be chosen from a menu of possible topics, such as food, technology or transportation. At some point in the course, a lesson or even a whole unit may be dedicated to 'The Environment' in order to ensure that the topic has been 'covered', and any vocabulary that may come up in an exam is taught.

We believe this approach needs to change. Instead, we must place responsibility for the living planet at the heart of syllabus design, and we need to address it consistently in lessons and classrooms. Up until now, there has been very little writing or training on teaching about sustainability and the climate emergency. Consequently, the quality of the content and the messages contained in materials vary greatly. Some published lessons treat the issue sensitively and raise awareness usefully; others are dull, irrelevant and even counter-productive, working against the message of optimism that is so desperately needed right now.

To maintain this message of hope for learners in their approach to lesson design, the writers who contributed to this publication have followed several key principles, which were originally developed by teacher and activist Owain Llewelyn at ELT Sustainable, one of the first English language teaching professionals to seriously address the climate crisis.

- **Make it personal; make it local**
  "I see this in my country. It affects me, my family and friends.**"**

Very often the climate crisis is presented as a problem for communities far away: the Arctic is melting; glaciers are shrinking; Pacific islands are disappearing beneath the waves. But we are all involved, and we are all affected. Your learners are a valuable resource, and it is important to localise climate issues to reflect their lived experience. For example, in the activities in Unit III about storms and extreme weather, learners are invited to reflect on seasons and extreme weather events in their own region and link changing local weather patterns to the global climate crisis.

- **Make it about people**
  "The environmental crisis and climate breakdown affects humans.**"**

The planet's oceans, rivers, plants and animals are all suffering because of human action, and for some people that is all the motivation they need to act, but the truth is that most people tend to be more affected emotionally by… people! Adding a human component to climate related lessons can be a very effective vehicle for a positive and proactive message of change. For example, in the second activity in Unit V: Buy. Use. Toss., students hear the life story of a water bottle, from its birth in a factory to its end on an island of plastic waste in the sea. Humanising the plastic bottle creates an emotional impact and gives learners greater motivation to act.

- **Make it fresh**
  "I want to see topics from a different perspective. I want to learn something new.**"**

Learners need language to talk about familiar topics: family, food, the local market, etc, but they won't stay focused if these topics are approached from the same old angles. The environmental perspective allows teachers to approach curriculum topics with fresh eyes. For example, the activities in Unit IV are about sport, a common topic for secondary students. What's different is that the activities examine how different sports impact the environment, how global heating affects sports and athletes, and what changes will be needed for a sustainable future.

- **Make it positive**
  "There is hope. I don't have to feel anxious or guilty.**"**

There is no doubt that the news we hear about the planet is alarming, from deforestation in the Amazon to the failures of countries to live up to their promises, and there is good reason to be extremely worried. However, there is hope and there are signs of change: in the increasing awareness among people, in the protests led by determined activists, and in the new technologies which can start to undo the damage. We know that pessimism only discourages people from acting, so the activities in this publication focus on positive steps we can take to become part of the solution.

- **Make it prompt action and prompt research**
  "There is something I can do!**"**

As we all know, learning works best when students are involved. We learn by doing. By encouraging students to research climate topics and to find out for themselves about the problems in their community, you will enable them to become local experts. Give them a job to do and a reason to speak! From that starting point we can encourage students to act independently on behalf of the planet. Start, for example, with Activity 3 in the first unit, in which learners are asked to make a green pledge using the 5Rs to take climate action in their community.

- **Be prepared to learn from your students**
  "I have something to say!**"**

It's very easy to assume that teaching sustainability is about lecturing students about environmental science. But nothing could be further from the truth. Firstly, unless they are very young, there is a good chance that your students already know a lot about this very complex subject. Secondly, learners respond more positively if they find something out form themselves, rather than if they are told.

There are many solutions to our many climate challenges, and we need to hear a variety of voices. Provide a space for learners to share their ideas and their views. Engage them in discussion and avoid forcing opinions on them.

- **Make it topical**
  "It is relevant today. It's in the news.**"**

Keep an eye on climate stories in the news and focus lessons accordingly. This will give your teaching immediate relevance and connect students learning with the world outside the classroom.

Look out for 'special days' dedicated to environmental issues. For example, March 22 is World Water Day. Why not focus a lesson on protecting fresh water sources on that day. Try one of the activities in Unit VIII: Water for all.

Check online for a calendar of other 'world days' related to natural resources, wildlife and the climate crisis. You can find lessons related to 'world days' on websites like ELT Sustainable.
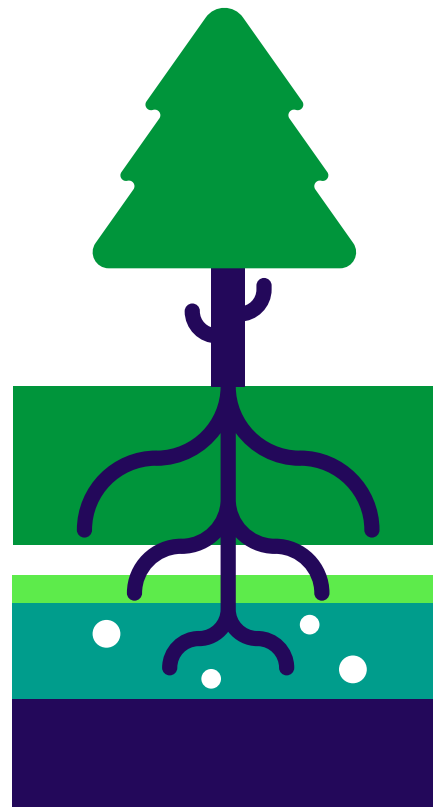
A final word

The activities in this book cover a wide range of topics, environmental issues, language areas and learner groups, from young learners to adults. In addition, they provide a variety of ways to use and practice English, through quizzes, presentations, discussions, class surveys, role plays and many others.

Where possible the activities cater for different contexts. For instance, there are problems related water around the world, but the problems are not the same everywhere, so the activities about water have been designed to engage with the topic locally as well as globally.

We hope that the activities in this publication prove useful and stimulating for your classes. Please adapt them to your specific situation and let us know how you used them.
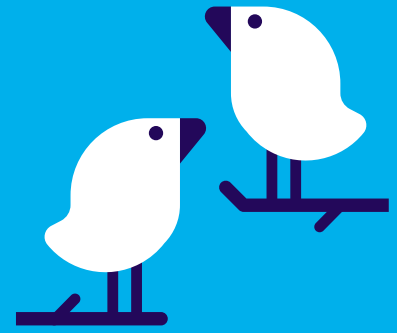
"As a member of the education family, ELT needs to embrace the value of doubts and questions, risk posing novel ideas, and make social transformation one of its priorities, if it is to make its proper contribution to the creation of a better society for all."

Ramin Akbari,
ELT critical pedagogist

Part 2:
Activities for
low resource
classrooms

1

The 5 Rs
Katherine Bilsborough

Introduction

Children often learn about 'the three Rs' at school: reduce, reuse, recycle. But in recent years two more R's – repair and refuse – have appeared, thereby adding a greater focus on sustainability. By teaching children more about this topic, we can help them to develop the vocabulary they need to take part in important dialogues around sustainability in the future and help them understand that there are many things we can do to help the planet.

These activities are adapted from an original lesson plan written by Katherine Bilsborough. It contains printable resources and handouts. You can find it here: https://www.teachingenglish.org.uk/article/5-rs-sustainability

"Let us pick up our books and our pens, they are the most powerful weapons. One child, one teacher, one book and one pen can change the world. Education is the only solution. Education first."

Malala Yousafzai

Activity 1
The 5 Rs puzzle

Aim
To raise awareness of the 5 Rs of sustainability

Language focus
Vocabulary
Listening

Level
A2
Primary learners aged 9-12

Time
15 minutes

Procedure

On the board, write the following puzzle with lines substituting for missing letters. Add or take away letters depending on level of the learners:

- R_ d _ _ e   (Reduce)
- R _ u _ e   (Reuse)
- R _ _ y _ _ e (Recycle)
- R _ p _ _ r   (Repair)
- R _ f _ s _   (Refuse)

Put the learners in groups of 4-6 and tell them that these words are the 5 Rs of protecting the environment.

Ask the groups to solve the puzzle by putting in the missing letters. If the groups are struggling, add letters to the words to make it easier. The first group to correctly write all the words is the winner.

Write the words in full on the board and model the pronunciation of each word. Drill as needed.

Use the following definition questions to play a quiz game. The first team to raise a hand and answer the question correctly gets one point.

- Which word means to 'say no' to something you are offered? (Refuse)
- Which word means to use or buy less of something? (Reduce)
- Which word means to mend or fix something? (Repair)
- Which word means to use something again? (Reuse)
- Which word means to give something a new or different use? (Recycle)

Review the meaning of the 5 words with your own examples or the ones below:

- Reduce – This is when you don't buy a new toy but trade with a friend.
- Reuse – This is when you use two sides of a piece of paper, rather than one.
- Recycle – This is when you use an old jar to hold your pencils.
- Repair – This is when you sew a hole in your t-shirt instead of getting a new one.
- Refuse – This is when you say 'no thank you' if you are offered a bag in a shop.

Activity 2
The 5 Rs in action

Aim
To raise awareness of the 5 Rs of sustainability
To raise awareness and provide practical examples
of the 5 Rs of sustainability

Language focus
Listening and note taking
Speaking

Level
A2-B1
Primary learners aged 9-12

Time
30-40 minutes

Procedure

- Elicit from learners the 5 Rs (five words which begin with R) which help us to protect the environment: Reduce; Reuse; Recycle; Repair and Refuse.

- Elicit the meaning of each of the 5 words, but don't give any definitions or examples yet.

- Tell the class that you are going to read a text to them about the 5 Rs and they have to take notes.

- Draw the following table on the board and ask learners to copy it in their notebooks:

	Reduce	Reuse	Recycle	Repair	Refuse
Meaning					
Example 1					
Example 2					

- Tell the learners to listen and take notes as you read the text out loud. It is not a dictation so they should not write every word.

- Read the text slowly so that learners can take notes of the important information. Stop after each R and let leaners compare notes with a partner. Check how they are doing after the first R 'reduce' and use it as an example if necessary. Read each R section twice if necessary.

- The text:
Do you know about the five Rs?

The first R is for 'reduce'.
When we reduce something, we use it less or we buy it less. For example, books. We don't buy a new book.

The second R is for 'reuse'.
When we reuse something, we use it again and again. We reuse paper at school. We collect old paper in a box. Then we use the paper again. We write on the other side. At home I put my old comics in a box. Then my mum uses the comics to wrap birthday presents.

The third R is for 'recycle'.
When we recycle something, we use it again but we use it for something different. At school we keep pencils in old jam jars. You can also make a game with old bottle tops and a piece of card. Recycling is fun.

The fourth R is for 'repair'.
When we repair something, we mend it when it breaks. We don't throw it in the bin. We make it good again. Sometimes I get a hole in my sock. My mum can sew. She mends the sock. Then I can wear it again and again. My dad mends things too. He uses tools to mend his car.

The fifth R is for 'refuse'.
When we refuse something, we say no to something. We say, 'No, thanks!' Sometimes in a shop, the shop assistant asks, 'Do you want a bag?' Mum says, 'No, thanks.' She refuses the bag because she always carries her own shopping bag. Sometimes in a café, they ask me, 'Do you want a straw for your juice?' I say, 'No, thanks.' I refuse the plastic straw because they are not good for our planet.

Don't forget the five Rs: reduce, reuse, recycle, repair and refuse!

	Reduce	Reuse	Recycle	Repair	Refuse
Meaning	Use or buy less of something	Use something again	Give something a new use	Mend something when it breaks	Say 'no' to something
Example 1	Don't buy a book; borrow a book from a library	Use two sides of a piece of paper	Use an old jar to keep pencils tidy	Sew a hole in an old sock	Always carry your own bag for shopping
Example 2	Don't buy a new toy; swap toys with a friend	Use an old comic to wrap a present	Use bottle tops to make a game	Use tools to mend a broken car	Say no to a plastic straw

Optional extension

- Add another row to the table or draw a new table on the board as below:
  Reduce   Reuse   Recycle   Repair   Refuse

Example 3

- Put students into 5 groups, one for each R. Have each group think of one more example for their R.
- Ask a group representative from each R group to write their example on the board in the table.
- Ask learners to choose which Example 3 idea is the best.

Possible ideas

	Reduce	Reuse	Recycle	Repair	Refuse
Example 3	Don't buy a new pen; buy a refill for an old pen.	Use an old towel as a blanket for a pet.	Use an old box to make a doll's house	Ask for help to mend a broken toy.	Always carry your own water bottle.

Activity 3
Our green pledge

Aim
To brainstorm practical climate actions based on the 5 Rs.

Level
A2
Primary learners aged 9-12

Language focus
Speaking
The future with going to

Time
20 minutes

Procedure

- Remind the learners about the 5 Rs and elicit each one.
  - Which word means to 'say no' to something you are offered? (Refuse)
  - Which word means to use or buy less of something? (Reduce)
  - Which word means to mend or fix something? (Repair)
  - Which word means to use something again? (Reuse)
  - Which word means to give something a new or different use? (Recycle)
- On the board write: Our green pledge. Explain that a pledge is the same as a promise. Tell learners that you are going to make a green pledge based on the 5 Rs. Say five things that you are going to do.
  - I'm going to mend an old t-shirt.
  - I'm going to borrow books from the library.
  - I'm going to carry my own water bottle.
  - I'm going to say no to plastic bags at shops and markets.
  - I'm going to reuse old newspapers for wrapping parcels.
- Divide leaners into groups of 4-6 and ask them to make a pledge of 5 things that they are going to do. Encourage them to think about what they could organise in the school or community, in addition to individual actions, for example organise a school grounds litter pick-up. They should start their sentences with: We are going to………….
- Have a representative of each group read out their sentences and ask the class to vote for the team with the most interesting pledge.
- Follow up each week to check if the groups are keeping their pledges.

2

Endangered Animals

Daniel Barber

The three activities in this unit raise learner awareness about endangered species and biodiversity loss. Learners will reflect on the importance of all animals, including ones they are unfamiliar with. In the second activity they will hear about some unusual animals which are endangered and in the third activity they will design a new logo to replace the giant panda as the symbol of worldwide conservation.

These activities are adapted from an original lesson plan written by Daniel Barber. It contains printable resources and handouts. You can find it here:https://www.teachingenglish.org.uk/article/a-new-logo-world-wildlife-fund

"But man is a part of nature, and his war against nature is inevitably a war against himself."

Rachel Carson,
Pioneering environmentalist

Activity 1
Guess the animal

Aim
To identify different types of animals and raise awareness about endangered ones.

Language focus
Speaking
Comparative forms with simple adjectives

Level
A1-A2
Primary learners aged 9-12

Time
20-25 minutes

Procedure

- Write the word big on the board and ask students to name animals which are big.
- Write 5-7 of the animals they name on the board using a mind map.
  Example of mind map:

```
        gorilla
bear              elephant
          big
whale             rhino
        hippo
```
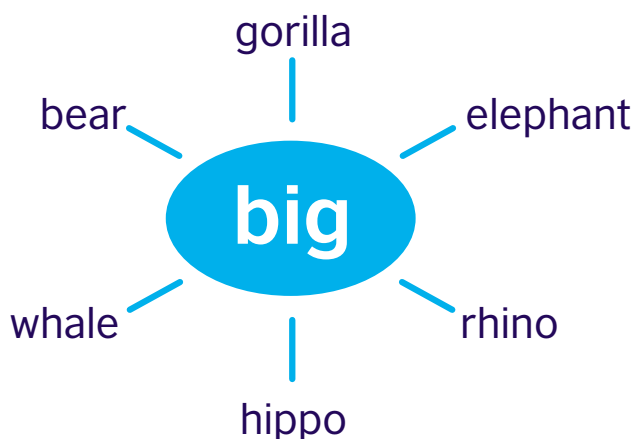
- Write the following adjectives on the board to set up mind maps.
  - small, cute, strong, strange (these are found in Activity 2).
  - you can add others such as: fast, slow, ugly, scary

> **small**   **cute**   **strong**   **strange**

- Divide the class into groups so that each group has one adjective.
- Ask groups to brainstorm at least 5 animals which go with their adjective.
- Ask one student per group to come to the board and complete the mind map by writing the animals the group named around their adjective. Go over meaning, pronunciation and spelling of less familiar animals.

- Tell the class you have a secret animal in mind which they should try to guess. Give them the following clues:
    - This secret animal is **bigger than** a gorilla.
    - It is **stronger than** a giraffe.
    - It is **slower than** a lion.
    - What is it? (An elephant)
- Briefly review simple comparative forms (add -er) and spelling changes (big – bigger; ugly – uglier) if necessary.
- Ask each group to choose one secret animal from the board (around any of the adjectives) and write 3 sentences comparing it with other animals.
- Ask learners in other groups to guess the secret animal. Repeat this with other groups.
- Introduce the word endangered and ask if any learners know the word.
- Tell them that some animals are endangered, which means there are not many left and they may soon not exist because of human activity. Ask if any of the animals on the board are endangered. Tell them gorillas and elephants are endangered and people must protect them and other endangered animals.

Activity 2
Endangered but unknown

Aim
To raise awareness about five lesser-known endangered animals.

Language focus
Speaking
Listening/notetaking

Level
A1-B1
Primary and higher

Time
35-40 minutes

Procedure

- Write "endangered animals" on the board. Elicit and clarify the definition: Animals with a small population which may soon not exist.
- Ask students if they know any animals which are endangered.
- Write the following letters on the board and ask students how many endangered animals they can find.
  - Lemurfrogtreekangaroococonutcrabaxolotlpopalangurmonkey
- Answer (5): Lemur frog, tree kangaroo, coconut crab, axolotl, Popa langur monkey
- Tell students that these are 5 endangered animals which are not famous like pandas, gorillas and elephants.
- Divide students into 5 groups. Assign one of the animals to each group.
- Ask each group to do the following:
  - Draw a picture of what you think your animal looks like.
    - Is it big or small? What colour is it?
  - Where do you think your animal lives?
    - Does it live in the forest, in the sea, in the jungle?
    - Which part of the world do you think it lives in?
- Ask each group to show their picture to the class and describe their animal.
- Draw the table below on the board and ask students to copy it in their notebooks:

Name of animal	Where do they live?	Why are they endangered?	Other information about them
Lemur frog			
Tree kangaroo			
Coconut crab			
Axolotl			
Popa langur monkey			

- Use the text below to do a live listening. Follow these steps
  - Read the first part (The lemur frog) out loud. Tell the students not to write anything yet.
  - After they hear about the lemur frog ask them to fill in the first row with a partner, from what they remember.
  - Read the first part again. Ask students to make more notes in their table and check with a partner.
  - Repeat this for the other 4 animals until they have filled the table.

Live listening text

The original text with pictures can be found here:
https://www.teachingenglish.org.uk/sites/teacheng/files/Endangered_animals_online_fact_file_0.pdf

The lemur frog
This small frog is only about 4cm long. It is green in the day but brown at night! It lives in the rainforests in Central America, in Costa Rica, Panama and Colombia. It sleeps under leaves in the day and eats insects at night. It is endangered for two reasons: people are cutting down the rainforest where it lives and there is a disease that is killing many frogs around the world.

The tree kangaroo
This cute animal looks like something between a kangaroo, a lemur and a bear! It is bigger than a cat and has a long tail. It lives in the trees in Papua New Guinea, Indonesia and Australia, and is an excellent climber. It can jump down from a tree 18 metres high! But there are not many of them left. People are cutting down the forest where they live and hunting them for meat. Cars sometimes hit them on the road.

The coconut crab
This crab is really big! It can grow to one metre long! It lives on islands in the Pacific and Indian Oceans. When it is young it finds shells and lives in them, but when it is older it is very strong and doesn't need a shell for protection. It eats fruit and nuts, including coconuts which it finds on the floor. They can live for 60 years! Unfortunately, they are a popular food in restaurants, and there aren't many crabs left.

The axolotl
This strange animal is an amphibian like a frog, but it lives all its life underwater. It has legs, so it is sometimes called a 'walking fish'. It lives in just one lake in Mexico, Lake Xochimilco, which is in one of the biggest cities in the world, Mexico City. Sadly, the axolotl is endangered. The lake where it lives doesn't have much water, and the water is dirty because so many people live near it and use it.

The Popa langur monkey
This funny-looking monkey lives on one volcano in Myanmar. People didn't know it existed until 2020, so we don't know very much about it. But we do know that there aren't many left. It's possible there are only 200 of them! People are building roads and towns through the forests where they live, but the good news is that some of them live in a protected area.

- Ask the class which group's picture and description were the closest to the real animal.
- Elicit and go over the information from the text as needed.

Name of animal	Where do they live?	Why are they endangered?	Other information about them
Lemur frog	the rainforests in Costa Rica, Panama and Colombia	people are cutting down the rainforest; a disease is killing frogs	about 4cm long, green in the day; brown at night
Tree kangaroo	in the trees in Papua New Guinea, Indonesia and Australia	people cutting down the forest; hunting them for meat; cars hit them	looks like mix of kangaroo, lemur, bear; bigger than a cat, has a long tail
Coconut crab	on islands in the Pacific and Indian Oceans	a popular food in restaurants	1 meter long; lives in shells when young; eats fruits/nuts; lives 60 years
Axolotl	one lake in Mexico, Lake Xochimilco	the lake doesn't have much water, and the water is dirty	strange animal, amphibian like a frog; lives in water; has legs (walking fish)
Popa langur monkey	one volcano in Myanmar	people are building roads and towns through the forests	funny-looking; found in 2020; only 200 left; some live in a protected area

Optional Extension

- Play a team quiz game with the following questions about the 5 unusual animals:

1. How many animals are endangered because people are destroying trees? (3)
2. How many animals live in trees? (3)
3. Which animal can grow very old? (coconut crab)
4. Which animal is bigger than the tree kangaroo? (the coconut crab)
5. Which animal is the smallest? (lemur frog)
6. How many animals are eaten by people? (2)
7. Which animals live in only one place? (axolotl & Popa langur monkey)
8. Which animal changes colour? (lemur frog)
9. Which animal lives closest to here? (your own answer)

Activity 3
A new logo for wildlife protection

Aim
To choose, design and present a new logo for wildlife protection

Level
A1-B1
Primary learners aged 9-12

Language focus
Presentation skills

Time
20 minutes

Procedure

- Display the World Wildlife Fund logo. Ask students:
  - What animal is this? (the giant panda)
  - Where does it live? (China)
  - Are there lots of pandas? (No)

- Elicit reasons why there are not many pandas and accept possible answers, e.g. People kill them; They don't have space to live.
- Tell students that pandas were endangered but are not anymore.
- Make sure that learners understand that 'endangered' animals may not exist soon because there aren't many alive now. Elicit other endangered animals that they know and the reasons they may be endangered. (These could be the ones named in Activity 2 or others, e.g. varieties of elephants, orangutans, leopards, tigers, rhinos, gorillas etc). A full list can be found here: https://www.worldwildlife.org/species/directory?direction=desc&sort=extinction_status
- Write a list of endangered animals on the board for students to refer to.
- Ask if anyone knows what the World Wildlife Fund is. Explain that the World Wildlife Fund is a charity that protects endangered animals and that its logo is the panda. Tell the learners that the World Wildlife Fund says there are 1,864 pandas in the wild, which is more than before, so, pandas are not endangered any more.
- Explain that the World Wildlife Fund has decided to change its logo. It has had the panda for many years, and there is lots of money now to protect the panda. It is time for a new animal to represent the organisation!
- Put students into small groups and explain that they are teams of designers who are competing for the contract. The Fund has asked them to create a new logo showing a different endangered animal. Explain that they must first of all agree on an animal and say why they have chosen it. Then they should draw the logo, which they will present to the World Wildlife Fund bosses. The best logo, with the best reasons, will win the contract!
- Make sure each group has paper and pencils. Go around the teams, encouraging them with their ideas.
- Have each team present their logo to the class. Make sure each says why they chose it.
- When all the teams have presented their logos, ask everyone to vote on their favourite with a show of hands (it can't be their own project!). Count the votes for each and announce the winner.

3

Storm coming!

Daniel Barber

The activities in this unit expose learners to vocabulary related to seasonal and extreme weather while encouraging them to consider weather patterns and events in their own area. In the third activity learners collaborate in groups and role play an emergency meeting to save their town from an extreme weather event. These activities would be suitable as supplements to a unit on weather, geography or the environment, after a recent extreme weather event, or near World Meteorological Day on 23 March

These activities are adapted from an original lesson plan written by Daniel Barber. It contains printable resources and handouts. You can find it here: https://www.teachingenglish.org.uk/article/storm-coming

"Human activities are at the root of our descent toward chaos. But that means human action can help to solve it. Making peace with nature is the defining task of the 21st century. It must be the top, top priority for everyone, everywhere."

António Guterrez
UN Secretary-General

Activity 1
Seasons and (extreme) weather

Aim
To identify seasons, types of weather and extreme weather

Level
A2-B1
Primary and above

Language focus
Vocabulary
Speaking

Time
20 minutes

Procedure

- Elicit from the learners the names of the seasons in your context.

Possible answers: dry season, rainy season, monsoon, spring, summer, autumn, winter

- Ask the learners: What's the weather like in the (for example) dry season? Elicit and add two or three answers to the mind map.

It's hot — **dry season** — There is no rain

The sky is clear

- Put learners in groups of 5 or 6. Ask them to brainstorm the question What's the weather like in the _____? for all the seasons in your area. They must answer the question in as many ways as possible.

- When the groups have finished, ask group representatives to draw one of their mind maps on the board so that every season is covered. Go over each season and elicit any missing sentences.

  Suggested possibilities
  - Rainy season: It's rainy/wet/foggy/misty/grey/overcast/cloudy/cold.
  - Monsoon: It's windy/stormy/hot/humid. There is too much rain.
  - Summer: It's sunny/hot. The sky is clear.

- Introduce the term extreme weather and elicit one or two types to check that learners understand the term. Tell them that climate change resulting from human activity is causing more extreme weather events.

- Ask students in their groups to brainstorm more examples of extreme weather and its impacts.

- Ask group representatives to add these to the mind maps on the board around the seasons when they happen.

  Suggested possibilities
  - heatwaves, storms, blizzards, tornadoes, hurricanes, cyclones, typhoons, droughts, floods, forest fires, smog, tidal surge

- Ask groups to discuss and identify which three extreme weather events and their impacts they are most worried about for your region.

Activity 2
Extreme weather quiz

Aim
To raise awareness about the risks connected with extreme weather and climate change

Language focus
Vocabulary
Listening

Level
A2-B1
Last Primary and above

Time
20 minutes

Procedure

- Elicit different examples of extreme weather from learners. Remind them that climate change resulting from human activity increases the probability and severity of extreme weather.

- Write the following words on the board:

blizzard	cyclone	drought	flood	forest fire
hurricane	smog	tidal surge	tornado	typhoon

- Ask the learners to work in groups of 4-6 and tell the participants they are going to do a group quiz.

Group quiz procedure

- Ask each group to name their team using an environmental theme (e.g., the Tricky Trees)

- Distribute a piece of paper to each team and have every team choose a writer, who will write down the team's answers to the questions.

- Tell teams to discuss their answers quietly but to not shout out their answers, as they will give clues to their rivals.

- Read the following questions out loud and give teams time to discuss the answer:

  - Questions:

    1. What is it called when temperatures are very high and the lack of rain could destroy harvests which millions of people rely on? (drought)
    2. What is it called when unusually heavy rains cause the river to burst its banks and residents are advised to take food and other essential items upstairs or to higher ground? (flood)
    3. What is it called when many trees are burning and the wind helps spread flames and smoke, threatening people's homes? (forest fire)
    4. What is it called when there is very heavy snowfall causing blocked roads and police advising people to avoid travel? (blizzard)
    5. What is it called when there is very bad air pollution, the tiny particles in the air can harm the lungs and just going outside is hazardous? (smog)
    6. What is it called when a sudden sea rise caused by poor ocean conditions floods coastal communities? (tidal surge)
    7. What are four types of violent storms which touch down in communities and can kill people, destroy buildings and cause major damage? (4 points) (tornado, hurricane, typhoon, cyclone)

- Collect every team's completed answer sheet answer sheet. Re-distribute these so that each group has another teams' answer sheet.

- Go over the answers one-by-one and ask the groups to give one point for each correct answer to the team they are checking. The team with the most points is the 'winner.' The maximum is 10 points.

- Ask groups to discuss and identify which three extreme weather events they are most worried about for your region.

Activity 3
Sending out an SOS

Aim
To identify actions and advice to mitigate the impacts of an extreme weather event on the community

Language focus
Writing social media messages

Level
A2 and above
Secondary/adult

Time
20-25 minutes

Procedure

- Elicit or give an example of an extreme weather event or its impact (e.g. forest fire) and actions taken by the authorities in emergency situations (e.g. converting sports centres into refuge centres for people who have lost their homes) and advice they may give (e.g. stay indoors, move food and essential items to a safe place).

- Divide the learners into groups of 4-6 and give each group a number. Provide each group with several small sheets of paper.

- Tell the groups that they are the Emergency Planning Committee of your town or region: police officers, politicians and emergency service planners. An extreme weather event is threatening to hit your region. Their job is to prepare the region for the event and keep everyone safe using SMS and social media messages.

- Tell groups the following:

  - Choose a weather event that could affect your region in the future.

  - Decide what measures you will take to save lives and protect property.

  - Write a series of SMS and social media messages (Facebook, What's App, Telegram, Twitter, etc.) to warn the public about the weather event and possible impacts, what they should do and what measures the government is taking.

- Ask the groups to exchange messages with another group and write messages in response to the advice given. These could be questions for the Committee, comments on what they will do or saying thank you for the warning.

- After writing their replies, groups send messages back to the original group.

4

Sports in (climate) crisis

Daniel Barber

The activities in this unit focus on sports and the climate crisis. Learners will consider the impact of major sports events on the living planet and the impact of global heating on sports. They will also explore possible solutions and compromises that the world of sport might need to take to reduce its impact. These activities would be useful supplements to a unit in the coursebook on sport and would be especially timely during a major sports event.

These activities are adapted from an original lesson plan written by Daniel Barber. It contains printable resources and handouts. You can find it here: https://www.teachingenglish.org.uk/article/sports-climate-crisis

"The ultimate test of man's conscience may be his willingness to sacrifice something today for future generations whose words of thanks will not be heard"

Gaylord Nelson
U.S. Senator, Founder of Earth Day

Activity 1
The climate impact of sports

Aim
To raise awareness of the relationship between sport, the environment and climate change

Language focus
Speaking/presenting
Listening

Level
A2 and above
Primary and above

Time
20 minutes

Procedure

- Introduce the topic of sports and their impact on the environment.
- Elicit some impacts that sports have on the environment.
  Possible ideas:
  - Equipment and its manufacturing and disposal, especially plastic waste
  - Land required for pitches and playing fields
  - Water required for swimming pools and to maintain playing fields
  - Infrastructure and facilities needed for some sport
- Put the learners into groups of 4-6.
- Ask each group to brainstorm and write down all the sports they can think of. Give them a target to write down at least 10 sports.
- Ask each group to rank the sports on their list according to their impact on the climate and the environment. Number 1 will be the most environmentally friendly sport (e.g., running). Number 10 will be the sport most damaging to the climate and environment (e.g., car racing).
- Ask two or three group representatives to present their ranking and give reasons for their choices. The other groups must agree or disagree with the presenters' rankings and say why they disagree.
- Example of different sports:
  - Sports with low environmental impact: running, football, basketball, volleyball, cycling, swimming in the sea/lake (sports which need little equipment and infrastructure)
  - Sports with moderate impact: tennis, badminton, cricket, baseball,
  - Sports with high impact: swimming in a pool, golf (need lots of water and land); skiing, ice hockey (needs lots of facilities and equipment); motor sports (huge carbon emissions)

Activity 2
Sport and climate headlines

Aim
To raise awareness of the relationship between sport and climate change

Level
B1
Secondary/adult

Language focus
Listening

Time
20-30 minutes

Procedure

- Introduce the topic - sports and climate change - and ask learners to briefly brainstorm with a partner the connection between them.

- Tell learners that sport affects climate (e.g., athletes and fans fly to events) but also climate change affects sport (e.g., matches can't be played in midday heat).

- Ask learners to work in groups of 3 or 4 and to copy the following table in their notebooks:

Sport affects climate	Climate affects sport

- Tell them you are going to dictate 12 news headlines, which they have to write in the correct column. They should discuss it in their group before selecting a column and writing it.

- Start with the following 2 headlines as examples:
  - Extra flights for fans to attend World Cup (Left column)
  - Hot weather forces evening football matches (Right column)

- Ensure learners understant that the column on the left is for headlines about how sports and sporting events can cause damage to the environment and lead to climate change. The column on the right is for headlines about how climate change and global heating create problems for sports and athletes.

- Read the following headlines twice each. After reading each once, give the groups time to choose the column. Read it again slowly so they can write it down.

  1. Cars and equipment arrive for Formula 1 race
  2. Cyclone destroys volleyball courts
  3. Forest cut down to build golf course
  4. Ice climbers stopped by melting glaciers
  5. Indoor ski hill opens in tropical resort town
  6. Lack of snow forces cancellation of ski event
  7. Olympic carbon footprint is growing
  8. Runner suffers heat stroke during race
  9. Sea rises flood coastal running path
  10. Unseasonal storm delays cycling race

- Invite representatives from two groups to write their answers on the board, one for each column.

- Discuss the answers, explaining the connection between climate change and sport as necessary.

Sport affects climate	Climate affects sport
Ex. Extra flights for fans to attend World Cup 1. Cars and equipment arrive for Formula 1 race 3. Forest cut down to build golf course 5. Indoor ski hill opens in tropical resort town 7. Olympic carbon footprint is growing	Ex. Hot weather forces evening football matches 2. Cyclone destroys volleyball courts 4. Ice climbers stopped by melting glaciers 6. Lack of snow forces cancellation of ski event 8. Runner suffers heat stroke during race 9. Sea rises flood coastal running path 10. Unseasonal storm delays cycling race

- Clarify vocabulary and correct any errors on the board.

- Ask learners what surprised them the most about the headlines.

Optional extension

- Ask each group to come up with 1 or 2 more headlines to add to each column.

- Elicit volunteers from each group to read out their headline without saying which column it is from. The rest of the class has to guess if the headline is in the left or right column.
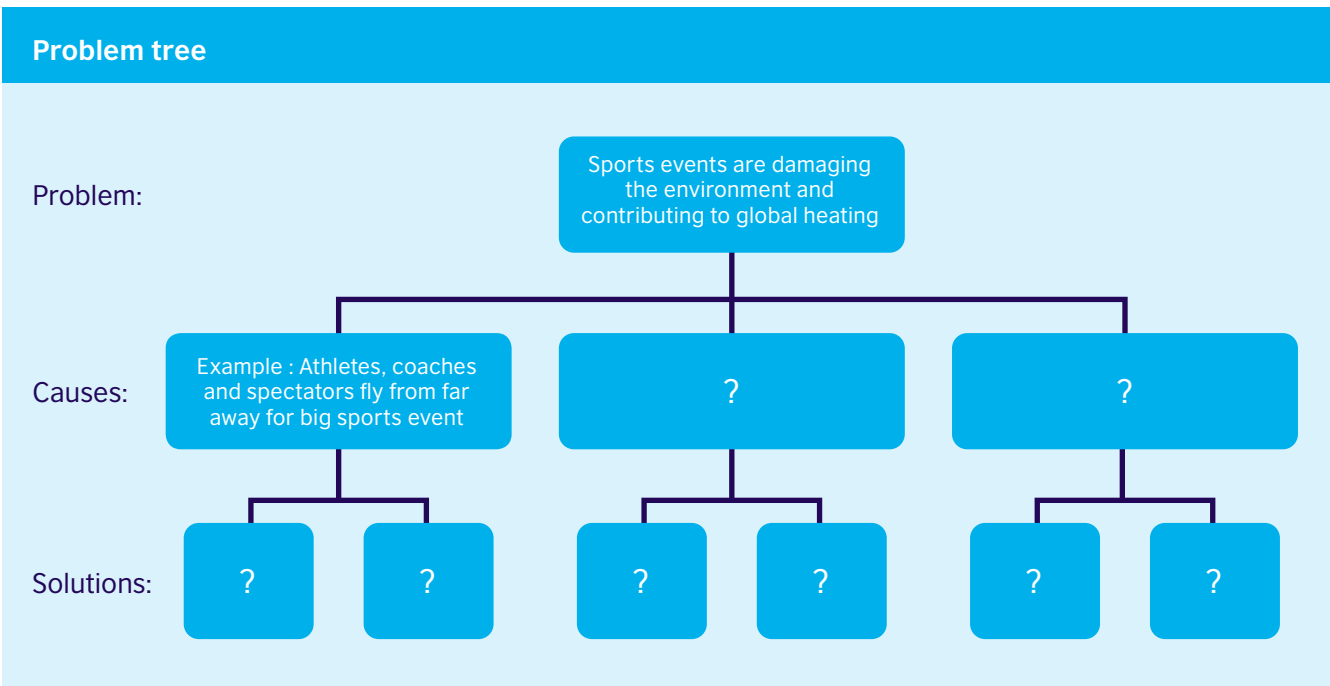
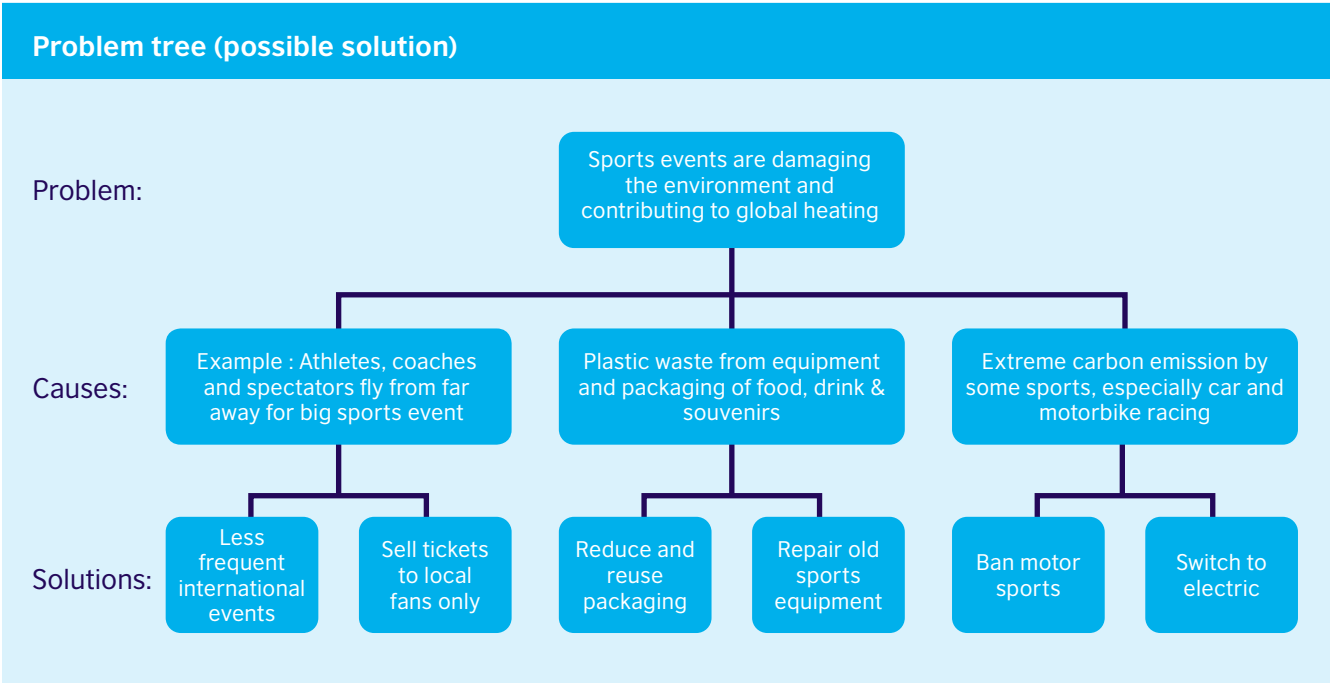# Activity 3
Climate change and sports events: a problem tree

Aim	**Level**
To raise awareness of the environmental impact of big sport events and brainstorm solutions.	B1 and above Secondary/adult
Language focus	**Time**
Speaking	25-30 minutes

Procedure

- Elicit some major sporting events, such as the Olympic Games, Winter Olympics, Paralympics, Football/ Cricket/ Rugby/ Kabaddi World Cups, Champions League, Grand Prix, etc.

- Write on the board: 'It is 2050. Humanity is united in its fight against global heating and environmental destruction. What changes will the world of sport need to make to be part of the solution?'

- Divide learners into groups of 4 to 6 and explain that they are the committee responsible for reducing the environmental impact of major sporting events.

- Draw the problem tree on the board as below with only the problem written in the tree. Briefly explain how a problem tree works. The top of the tree has a central problem; below that are the causes of the problem; below each cause are proposed solutions.

- Using the problem tree, elicit an example of how a sporting event can cause damage to the environment. E.g., Athletes, coaches and spectators fly from far away for a big sports event. You can write the example in the first 'cause'.

Problem tree

Problem:	Sports events are damaging the environment and contributing to global heating
Causes:	Example : Athletes, coaches and spectators fly from far away for big sports event ? ?
Solutions:	? ? ? ? ? ?

- Explain that using the problem tree, they should hold a meeting to identify other causes of the environmental damage and possible solutions which will reduce the environmental impact of the sport and event. They should then propose an action plan to implement the solutions. Encourage them to think big!

- Visit each group to help them with ideas and the language to express them.

- Below are suggested ideas for your reference (you may decide to suggest one or two of these if groups are struggling to think of solutions):

Problem tree (possible solution)

Problem:

Sports events are damaging the environment and contributing to global heating

Causes:

| Example : Athletes, coaches and spectators fly from far away for big sports event | Plastic waste from equipment and packaging of food, drink & souvenirs | Extreme carbon emission by some sports, especially car and motorbike racing |

Solutions:

| Less frequent international events | Sell tickets to local fans only | Reduce and reuse packaging | Repair old sports equipment | Ban motor sports | Switch to electric |

- Ask a spokesperson from each group to present their solutions to the class. Encourage learners in other groups to ask questions and challenge. At the end of the presentations, nominate two or three learners to say which ideas they think are most realistic/ambitious/silly/fun/etc. Are there any ideas that they think would improve the sport? Are they optimistic about the future of sport?

5

Buy. Use. Toss.

Daniel Barber

The activities in this unit invite learners to think about what happens to the things we buy and the packaging we throw away. In the first activity learners consider the environmental impact of the products they buy. In the second activity they predict the life cycle of a plastic bottle and hear its 'autobiography'. Finally, they discuss practical ways to reduce plastic waste in the world at three levels: personal, local and national (including economic and political).

These activities are adapted from an original lesson plan written by Daniel Barber. It contains printable resources and handouts. You can find it here: https://www.teachingenglish.org.uk/article/buy-use-toss

"We won't have a society if we destroy the environment."

Margaret Mead
Cultural anthropologist and writer

Activity 1
What's it made of?

Aim
To highlight the environmental impact of waste and packaging on the living planet, especially plastics.

Level
A2 and above
Secondary and adult

Language focus
Listening
Speaking

Time
20 minutes

Procedure

- Elicit from the students some things they often/sometimes buy and use? Examples might include snack foods or drinks, pencils, notebooks, clothes etc.

- Ask each student to choose one item or thing that they buy and use.

- Dictate the following questions, which the learners write down. Write on the board any words they may not know how to spell, e.g., material, manufactured:

  1. What is it made of?
  2. How is it packaged?
  3. Where is it manufactured?
  4. How does it travel from there to you?
  5. How long do you use it for?
  6. What do you do with it when you finish with it?
  7. What happens to it after that?

- Put learners in pairs and ask them to take turns asking each other the questions about their item. Reassure the class that they if they don't know the answer, they can guess.

- Ask pairs to agree on a rating from 1 to 10 for their item:

- 1= very environmentally unfriendly (e.g., if it is made of plastic, manufactured far away, used for a short time, placed in a landfill etc.)

- 10= very environmentally friendly (e.g., if it is made of paper, manufactured locally, used for a long time, reused or recycled etc.)

- After a few minutes, nominate individuals to talk about their partner's item, but not saying the environmental rating. Ask the class to give a 1-10 rating (as above), then compare this to the rating the pair had agreed.

Activity 2
The life story of a plastic bottle

Aim
To raise awareness about the environmental impact of plastic waste.

Language focus
Listening
Writing (optional)

Level
B1 and above
Secondary/adult

Time
30 minutes

Procedure

- Tell the learners that they are going discuss and hear about single use plastic water bottles. If you have one, bring it to show to the class.

- Write the following words and phrases on the board:
  - a big lorry
  - a bin in the supermarket car park
  - a factory   1
  - a river
  - a rubbish bag
  - the Pacific Ocean
  - a shopping basket
  - a supermarket
  - a large warehouse

- Put the learners into pairs or small groups and tell them that these words tell the story of the life cycle of a plastic water bottle, but they are in the wrong order.

- Clarify meaning and pronunciation as needed.

- Elicit from learners where the water bottle starts its life. (In a factory). Write the number 1 next to 'a factory'.

- Ask the learners to put the words into the correct order as they talk about the life cycle of a water bottle.

- Ask one or two volunteers to share their group's word order and story. Do not give them the answers yet.

- Tell learners they will hear the story from the point of view of a water bottle (using first person 'I'). As they listen tell them to check the order of the words and correct their predictions.

- Read the text out loud:

The first thing I remember is coming out of a very hot machine in a factory. I was in a long line of hundreds of bottles the same as me. I was filled with water and given a label.

I was wrapped in plastic with many other bottles and we were put in a big lorry and went on a very long journey.

We were taken to a large warehouse with thousands of other bottles, cans, packets and boxes.

After a few days there, we were taken to a supermarket. Two days later, we were unwrapped and I was put on a shelf in the shop.

I wasn't there long before I was quickly put in a shopping basket and bought.

I didn't get to the person's house. It was a hot day, so they drank my water outside the supermarket. I was thrown away, in a bin in the supermarket car park.

The next day, I was picked up in a rubbish bag and thrown into a bin lorry.

On the journey to the rubbish dump, there was a bump! The bag I was in fell out into the road. Then a car hit us and I was thrown into a river. I quickly lost my label in the water.

I floated in the water all the way to the sea. After many weeks and months slowly drifting, I ended up in the middle of the Pacific Ocean, with lots of other bottles. And that's where I am now, and where I will still be in hundreds of years' time. Just floating around.
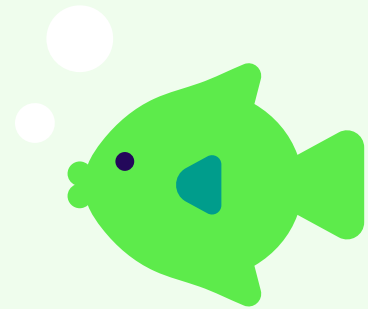
- Let pairs/groups check their predictions. Ask which team's prediction was the closest.
- Answers:
  - 1. a factory, 2. a big lorry, 3. a large warehouse, 4. a supermarket, 5. a shopping basket, 6. a bin in the supermarket car park, 7. a rubbish bag, 8. a river, 9. the Pacific Ocean
  - Ask the learners which part of the story was the most surprising.
  - Tell them that many plastic bottles, and other plastic waste, end up in the rivers, seas and oceans. There are several very large islands of plastic waste in the Pacific Ocean.

Optional homework task

- Ask students to write a story in first person (using I…) about the life cycle of a product they have recently bought.

Activity 3
What can we do?

Aim
To brainstorm and discuss ways of addressing the issue of plastic waste.

Language focus
Speaking

Level
B1 and above
Secondary/adult

Time
30 minutes

Procedure

- Elicit from learners examples of plastic waste (e.g., drinks bottles, bags, packaging, straws) and why it is a problem (it is not biodegradable, so lasts for hundreds of years).

- Write on the board, 'What can we do to reduce the amount of plastic on the planet?' Put the learners in groups.

- Tell each group to discuss the question and decide on three areas of action that would be effective.
  1. The personal level: what they can do in their lives
  2. The local level: what can change in their school or local community
  3. The national, economic and political level: what they can do to help make bigger changes in society

- Visit each group and find out about their ideas, helping them with language to express their ideas where necessary.

Suggested answers for the teacher's reference

Examples of things we can do to reduce plastic include:

- at the personal level: refuse to use single-use plastics; use a refillable water bottle; recycle more effectively at home; choose products with paper or card packaging over products with plastic packaging; buy products less often

- at the local level: create a recycling system at school; collect rubbish in the area; organise a clean-up of a park

- at the national, economic and political level: sign petitions to stop plastics; complain at supermarkets about their use of plastic; write to big companies; organise boycotts of irresponsible companies.

- Invite spokespeople from each group to summarise their ideas. Ask the class to choose one action from their action plans to carry out this week! In the following lesson, make sure you follow this up by asking learners what they did, how it went, whether they will carry on, and so on. Congratulate learners for making a positive change for sustainability!

6

Upcycling

Katherine Bilsborough

The activities in this unit focus on upcycling, or how common objects which have been discarded can be recycled into things of greater value. By teaching learners about this type of recycling, we can help them to consider creative and practical ways to change consumption patterns and make their world greener. In the first activity learners consider what upcycling is and in the second they play an upcycling speaking game, where they start thinking creatively about the possibilities that upcycling offers. In the final activity, learners hear about a fascinating social project involving an orchestra which plays instruments made from scraps and items others have thrown away.

These activities are adapted from an original lesson plan written by Katherine Bilsborough. It contains printable resources and handouts. You can find it here: https://www.teachingenglish.org.uk/article/upcycling

"And if you ever see a bit of litter,

Don't get sad, don't get bitter.

You can have fun. You can get fitter.

Get your picker-upper and

Pick up the litter!"

Patrick Jackson,
Founder and CEO of Picker Pals

Activity 1
Upcycling – Is it true?

Aim
To raise awareness about upcycling

Language focus
Listening
Vocabulary

Level
B1 and above
Secondary/adult

Time
20-25 minutes

Procedure

- On the board, write _____cycle.
- Ask learners to add letters to the beginning of the word. Most will probably suggest re to make recycle.
- Ask for suggestions of other words. If necessary, suggest up and down to make upcycle and downcycle.
- Ask learners to guess what these words mean, accepting any reasonable ideas. Tell them they will find out more later on.
- Dictate the following sentences and ask learners to write them in their notebooks.
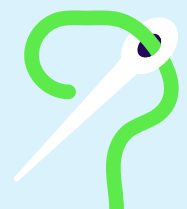
1. Discarded materials are ones which have no value.
2. Upcycling is when we transform a product into one which is less valuable.
3. Downcycling is good for the environment.
4. Scraps of material from a factory are always burnt or put in a landfill site.
5. Upcycling often saves water and energy.

- Ask 5 volunteers to write one of the sentences (1-5) on the board. Tell the others to compare their sentences with a partner and with the five on the board.
- Check and amend the sentences on the board.
- Clarify meanings of words as needed, e.g., discarded, value, transform, scraps, landfill.
- Ask learners to work in pairs or small groups and predict whether the 5 sentences are true or false.
- Conduct a quick poll showing raised hands (true or false) for each sentence and write T or F beside each based on the most hands raised.
- Read the text below at regular speed. Ask learners to check their predictions (T or F) as they listen:

We handle discarded materials and waste in different ways depending on how they can be used. When we transform a product into something which has less value than the original, we are downcycling. This happens with paper, which is recycled into a lower-grade recycled paper. Downcycling is still recycling – and a good thing to do. But upcycling is even better.

This happens when we transform a product into something which has a greater value than the original. For example, when clothes are made in a factory, there are scraps of material left over that are thrown away because they have no immediate value. These scraps are usually burnt or sent to a landfill site. If, instead, these scraps are rescued and sewn together to make a bag or a wallet, the finished product has increased in value and become useful to someone.

Upcycling extends the life of materials. It also conserves valuable resources. If we make a bag out of throwaway scraps, we don't need to use brand-new material, which often requires huge quantities of water and energy.

- Ask learners to again check their amended answers with their partner/group.
- Go over the answers and elicit reasons one (e.g., Why is it false?):
  1. Discarded materials are ones which have no value. (False – it can have a lot of value, e.g., bags and wallets from unused fabrics)
  2. Upcycling is when we transform a product into one which is less valuable. (False – this is the definition of downcycling
  3. Downcycling is good for the environment. (True – but upcycling is even better)
  4. Scraps of material from a factory are always burnt or put in a landfill site. (False – usually, but not always; they can be upcycled)
  5. Upcycling often saves water and energy. (True – no need to use new material which often needs water and energy)
- Go over and correct the class's True/False predictions on the board.
- Ask the learners to identify the most interesting thing they learned in the text.
- Review the definitions and examples of upcycling and downcycling:
  - Upcycling: When we transform a product into something which has a greater value than the original. Example: material scraps made into bags and wallets.
  - Downcycling: When we transform a product into something which has less value than the original. Example: used paper made into recycled paper (lower quality paper).

Activity 2
Upcycling – noughts and crosses

Aim
To brainstorm and describe ways of upcycling common items

Level
B1 and above
Secondary/adult

Language focus
Speaking

Time
20 minutes

Procedure

- Write the word upcycling on the board and elicit the meaning from learners.
- If they are unsure, clarify that upcycling is when you avoid throwing something away and instead transform it into something more valuable.
- Describe two examples of upcycling:
  1. We can cut up and sew an old pair of jeans and make a bag out of them.
  2. We can write letters on old plastic bottle tops using a permanent marker. After we collect enough bottle tops, we can play word games.
- Draw the following chart on the board. Ask learners to work in pairs and copy it in one of their notebooks. Clarify any unfamiliar words.

glass jar	tyre	towel
bricks	plastic bags	socks
t-shirt	plastic bottles	suitcase

- Give pairs some time to brainstorm ideas about how they can upcycle each of the items in the chart.
- Put each pair together with another pair, to make groups of 4.
- Tell the learners they are going to play noughts and crosses with their partner pair.

How to play

- Pair X compete against Pair O.
- Pairs take turns to choose a word in the grid. To 'win' the square, they have to share a good idea about how to upcycle the object, describing the steps you need to take. If they are able to do this, they win the square and put their mark on it (X or O).
- The object is for one of the pairs to make three consecutive marks (X or O), horizontally, vertically or diagonally. As the game proceeds, players will try to block their opponent's path while trying to complete their own path.
- The winner is the first pair to get three consecutive Xs or Os.
- After the game ask the groups to choose the most interesting or creative example of upcycling which they described.
- Have a few group representatives share their most creative idea about upcycling.

Activity 3
The (upcycled) recycled orchestra

Aim	**Level**
To share a real-life inspirational story about upcycling	B1 secondary
	Time
Language focus	25-30 minutes
Vocabulary	
Listening	

Procedure

- Tell the learners that they are going to hear a story about upcycling, which is a type of recycling in which higher value items are created from waste material. The story is about a group of musicians called the Recycled Orchestra.

- Elicit from learners what they think the Recycled Orchestra is.

- Write the following words on the board:
  - bottle caps
  - children
  - cooking pans
  - drainpipe
  - famous singers
  - heavy metal bands
  - landfill
  - musical project
  - poverty
  - scrap material

- Go over the vocabulary list and clarify any unfamiliar words.

- Dictate the following questions. Ask learners to write them in their notebooks:

  1. Who are the musicians in the recycled orchestra?
  2. What kind of instruments do they play?
  3. How popular is the orchestra?
  4. Why are they called the recycled orchestra?
 5. What is the purpose of the orchestra?

- Put learners into groups of 4-6 and tell them to predict the answers to the questions using the words on the board.

- Ask a representative of each group to share their predictions with the class for one of the questions. Ask the other groups if their prediction is the same or different.

- Tell the learners you are going to tell them the story. As they listen tell them to check if their predictions were correct. Read the text out loud:

> The Recycled Orchestra is a group of children who play music but live in poverty in Paraguay, South America. The children play musical instruments made from scrap materials collected from a landfill. The orchestra has performed around the world with famous singers and heavy metal bands.
>
> The children play violins which are made from old cans, cooking pans, wooden spoons and bent forks. There is also a saxophone made from a drainpipe, melted copper, coins, spoon handles, cans and bottle caps. The guitars are all made from recycled wood.
>
> The orchestra is educating the world about upcycling and is giving children who live in poverty a chance to contribute something valuable to society.
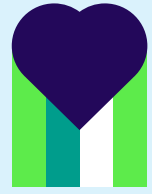
- Give them time to discuss their answers with their group. Read the text again if necessary.
- Elicit the answers and clarify any which are unclear.

Suggested answers

1. Who are the musicians in the recycled orchestra? Children who live in poverty in Paraguay.
2. What kind of instruments to they play? Violins, guitars and saxophones made from scrap material from a landfill, e.g., old cans, cooking pans, bent forks, drainpipes, bottle caps etc.
3. How popular is the orchestra? Popular. They have played around the world.
4. Why are they called the recycled orchestra? Their instruments are made from recyled (upcycled) materials.
5. What is the purpose of the orchestra? To educate the world about upcycling and to give a chance to children in poverty.

7

Fast fashion

Katherine Bilsborough

The activities in this unit on fast fashion raise learners' awareness about the environmental impact of the fashion industry and the trade-offs between economic development and environmental protection. In the first activity learners explore the benefits and problems of the fast fashion industry and in the second they have an opportunity to practise understanding and saying big numbers and statistics related to the fashion industry. The third activity asks learners to conduct a class survey and share their opinions about the topic in the context of their own community.

These activities are adapted from an original lesson plan written by Katherine Bilsborough. It contains printable resources and handouts. You can find it here: https://www.teachingenglish.org.uk/article/fast-fashion

"When the last tree has been cut down, the last fish caught, the last river poisoned, only then will we realize that one cannot eat money."

A Cree proverb.
The Cree are a North American Indigenous people. They live primarily in Canada, where they form one of that country's largest First Nations.

Activity 1
The problem with fast fashion

Aim
To raise students' awareness about the fast fashion industry

Language focus
Speaking
Listening

Level
A2 and above
Secondary and adult

Time
20 minutes

Procedure

- On the board, write Fast fashion.
- Do a think, pair, share activity.
  1. First learners think about what fast fashion means.
  2. Then they tell each other about their ideas in pairs.
  3. Then they share their ideas with the rest of the class.
- After a few minutes give students the definition of fast fashion: Clothes that are made and sold cheaply, so that people can buy new clothes often.
- Ask students the following questions:
  - Where can you buy fast fashion in your area?
  - Where is the closest factory which produces fast fashion?
  - Where is fast fashion usually made? (Answer: In big factories in lower-income countries)
  - Where is fast fashion usually sold? (Answer: In big cities and higher-income countries)
- Ask students to draw the following chart in their notebooks:

1. Benefits for the community	2. Problems for the community

- Ask the class for an example of a benefit and a problem that fast fashion brings to their community. Possible example: Benefit – A factory which makes fast fashion creates jobs. Problem – Factories cause pollution.

- Divide the class into pairs/small groups. Tell half of the pairs/groups to brainstorm the benefits of fast fashion for the community and the other half to brainstorm problems.

- Go around the class and provide more examples if students are struggling. Tell them to be as detailed as possible. Ask questions such as: 'What are some problems with factory jobs?'

- Ask each pair/group which brainstormed benefits to join one which brainstormed problems.

- Ask students to share their ideas and fill in the other half of the table. Encourage the groups to add more ideas to both columns.

- Elicit volunteers from groups share their ideas with the class.

- Some examples might include:

1. Benefits for the community	2. Problems for the community
• Creates jobs in factories; supports local industry • Creates jobs in agriculture (growing cotton) • Creates office jobs (marketing, finance etc) • Makes clothes cheap and easy to buy • Used clothes in good condition can be given to charity	• Factories create pollution • Throwing away clothes creates waste • Poorly paid, unstable factory jobs (can move to cheaper region) • Risk of unfair labour practices and conditions • Increase in rich/poor divide • Imported and donated clothes reduce local production

Activity 2
Fast fashion in numbers

Aim
To raise students' awareness about the ecological impact of the fast fashion industry

Language focus
Vocabulary
Listening
Saying big numbers

Level
A2 and above
Secondary/adult

Time
40 minutes

Procedure

- Remind students about fast fashion if you did Activity 1. If not, elicit the meaning of fast fashion: Clothes that are made and sold cheaply, so that people can buy new clothes often.

- Ask what the students know about fast fashion.

- Write the following words on the board. Ask students to work in groups and discuss which of the words they know. Check and clarify the meaning of each as needed.
  - item (n)
  - produce (v)
  - carbon emissions (n)
  - landfill site (n)
  - biodegradable (adj)
  - decompose (v)
  - recyclable (adj)
  - raw materials (n)
  - textile (n)
  - global (adj)

- Answers:
  - item (n): one object or unit
  - produce (v): make, create
  - carbon emissions (n): chemicals that are dangerous for the environment
  - landfill site (n): a place where large amounts of rubbish are buried
  - biodegradable (adj): able to decay naturally, without causing harm
  - decompose (v): break up into small parts and disappear with time
  - recyclable (adj): able to be recycled, used again
  - raw materials (n): natural materials, such as cotton or wool
  - textile (n): material used to make clothes etc.
  - global (adj): relating to the whole world

- Read the following sentences out loud an ask student to only write the numbers they hear in digit form (not spelling) in their notebooks. Ask them not to write anything else.

  A. 235,000,000 (two hundred and thirty-five million) items of clothing go into landfill sites every year in the UK.
  B. The fashion industry produces 1.2 (one point two) billion tonnes of carbon emissions each year.
  C. It takes 200 (two hundred) years for non-biodegradable textiles to decompose.
  D. 99 (ninety-nine) percent of used clothing is recyclable.
  E. Factories use 8000 (eight thousand) chemicals to make textiles from raw materials.
  F. It takes 2700 (two thousand seven hundred) litres of water to make one T-shirt.
  G. 60,000,000 (sixty million) people work in the global fashion industry.
  H. On average, people keep fast fashion items for 35 (thirty-five) days before throwing them away.

- Write the following on the board and ask the student to check the numbers they have written down. Go over how to say each of the numbers.

  A. 235,000,000
  B. 1.2 billion
  C. 200
  D. 99
  E. 8000
  F. 2700
  G. 60,000,000
  H. 35

- Put students into groups of 4-6. Read the following questions out loud one by one. After reading each question give groups enough time to discuss their answer. All answers are numbers written on the board. Ask them to write down their group's choice quietly and not to shout out answers.

  1. How many tonnes of carbon emissions does the fashion industry produce each year? (1.2 billion)
  2. How many chemicals do factories use to make textiles from raw materials? (8000)
  3. How many litres of water does it take to make one T-shirt? (2700)
  4. How many days do people keep fast fashion items before throwing them away? (35)
  5. How many items of clothing goes into landfill sites in the UK every year? (235,000,000)
  6. How many years does it take for non-biodegradable textiles to decompose? (200)
  7. What percent of used clothing is recyclable? (99)
  8. How many people work in the global fashion industry? (60,000,000)

- Go over the answers with the class and ask if any groups answered all 8 questions correctly.

- Ask the groups or elicit from the class the following questions for discussion:

  1. Which of the numbers are the most surprising?
  2. Which of the problems mentioned affect your community?
  3. How does this information make you feel?
  4. How can this situation be changed?

Activity 3
Class survey on fast fashion

Aim
To carry out a survey and share opinions related to fast fashion.

Level
B1 and above
Secondary/adult

Language focus
Speaking
Listening

Time
35 to 40 minutes

Procedure

- Before the lesson, prepare 7 sheets of paper. Write one sentence on top of each sheet and leave the rest empty. The 7 sentences are here:

  1. Factories that produce fast fashions should not open in our community.
  2. Shops that sell fast fashions should not open in our community.
  3. Used fast fashions should not be imported into our country.
  4. We need fast fashion factories because they create jobs.
  5. Low wage jobs in fast fashion factories are not good for our community.
  6. A big sales tax should be put on all fast fashions which are sold here.
  7. Schools, universities and workplaces should require uniforms to reduce demand for fast fashion.

- Elicit from learners the meaning of fast fashion. It is clothing that is made and sold cheaply, so that people can buy new clothes often.

- Refer to Activity 1 for the benefits and problems of fast fashion. Briefly discuss these with students.

- Divide the class into 7 group, numbering the groups from 1 to 7. Ask each group to choose a captain.

- Give each group captain one of the 7 sheets of paper with an opinion statement written on it.

- Ask the captains to read the statement to his/her group and to discuss if they agree or disagree.

- Go to each group to check they understand their statement and clarify as necessary.

- Tell the captains to count and record how many in their group agree and how many disagree with the statement.

- Ask the captains of each group to then go around to the other 6 groups, one-by-one, and ask learners in each group if they agree or disagree with the group's statement and why. Tell the captain to keep count of all students who agree and disagree and note down the main reasons.

- After speaking to all the groups, the captains go back to their original group and count all the agree and disagree votes.

- The captains lead a discussion with their group about the findings of the survey.

- Each group captain briefly shares the results of the survey with the whole class and the group's reaction to it.

8

Water for all

Christopher Graham

There is a global water crisis. In the first two activities in this unit, the learners will use and develop their listening skills to gain a greater understanding of the crisis, its causes and some possible solutions. In the third activity learners will collaborate on short and simple presentations to assess the water crisis and ways of addressing it from the perspective of their local communities.

These activities are adapted from an original lesson plan written by Christopher Graham. It contains printable resources and handouts. You can find it here: https://www.teachingenglish.org.uk/article/water-all

"The ultimate test of a moral society is the kind of world that it leaves to its children"

Dietrich Bonhoeffer
German Lutheran pastor

Activity 1
The vicious cycle of the water crisis

Aim
To explore how the water crisis impacts health, education, money and political stability

Language focus
Writing
Listening
Presenting

Level
B1 and above
Secondary/ adults

Time
35-45 minutes

Procedure

- Before the class write the 4 questions and keywords below on 4 separate sheets of paper.

Group 1	Group 2
How does clean water relate to health	**How does clean water relate to education?**
Keywords: clean; simple cut; infection; serious medical condition; washing hands; fatal disease	Keywords: collect water; less likely; girls; unhealthy families; university; lack of education; poor sanitation

Group 3	Group 4
How does clean water relate to money?	**How does water relate to political stability?**
Keywords: poor education; well-paid jobs; difficult; communities; develop; water supply; sanitation	Keywords: health and well-being; conflict; wars; stability; shortage

- Introduce the topic of water. Tell students that many rural communities globally have no clean water for drinking, washing or cooking. The serious effects of the water crisis can be seen in four ways: the effect on people's health, on their education, on their financial situation and on the stability of their community.

- Divide the class into 4 groups. Number the groups 1, 2, 3, 4. Give each group their question sheet according to their number. Groups answer the question by writing a short text using the key words.

- Students work together but each group member must write the (same) text in their notebook.

- After they finish writing put the students into new groups of at least four. Make sure that each group has at least one member from all the previous groups 1, 2, 3 and 4.

- Students from each group 1, 2, 3 and 4 read their texts to their new group while the others take notes under the headings: Health, Education, Money and Political stability.

- Read the text below out loud, each section separately. Read it twice if necessary.

Health
Water is used to keep clean and keeping clean is key to good health. For example, a simple cut to a child's leg can be treated by washing it, to avoid infections. Where there is no clean water, that simple cut can become a serious medical condition. Equally, washing hands with clean water after using the toilet will help stop the spread of fatal diseases.

Education
Children who are not healthy or who have to walk a long way to collect water are less likely to attend fulltime education, and those with unhealthy families at home are less likely to be able to study to the level required to get to college or university. This lack of education contributes to poor sanitation and hygiene. This creates a vicious circle. This problem is particularly bad for girls, who tend to be the families' members who walk a long way to collect water.

Money
Low standards of education make it much more difficult for people get jobs that are both well paid and secure. Without money from employment, it is difficult for communities to develop their water supply and sanitation. In addition, where family members need to spend a lot of time collecting water and carrying it home, they cannot take full-time jobs even if they are available. As mentioned above, this particularly impacts on women and girls.
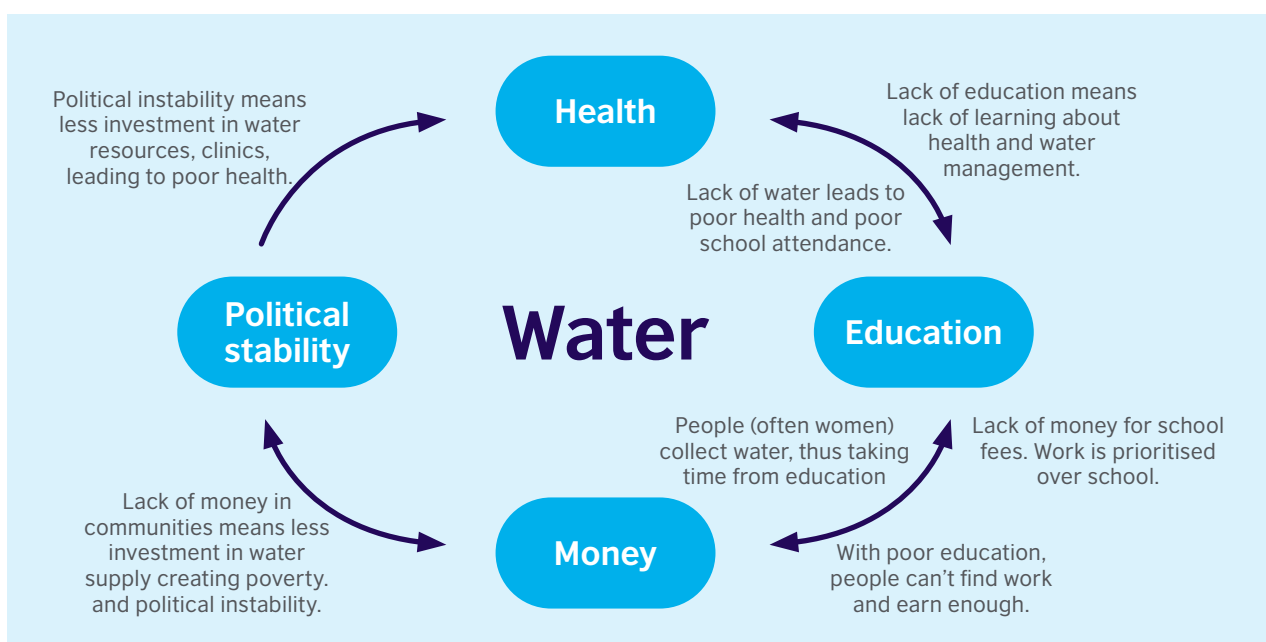
Political stability
Water is a basic resource that is central to health and well-being. Because of this, it is often a source of conflict and even wars. The stability of a whole region or even a country can be in danger because of a shortage of clean water.
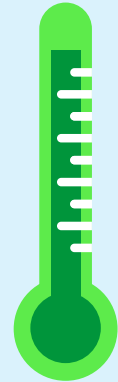
- Ask which original group's text 1, 2, 3 or 4 was the closest to the teacher's text.

Optional extension

- Based on the live listening text, ask each group to draw a visual diagram of the vicious cycle of the water crisis and present it to the other groups. Diagrams might look something like this:

Political instability means less investment in water resources, clinics, leading to poor health.

Lack of education means lack of learning about health and water management.

Health

Lack of water leads to poor health and poor school attendance.

Political stability

Water

Education

People (often women) collect water, thus taking time from education

Lack of money for school fees. Work is prioritised over school.

Money

Lack of money in communities means less investment in water supply creating poverty. and political instability.

With poor education, people can't find work and earn enough.

Activity 2
Too much water, too little water

Aim
To listen about and discuss impacts of too much and too little water.

Language focus
Listening and notetaking
Speaking

Level
B1 and above
Secondary/adult

Time
40 minutes

Procedure

- Ask students which is the bigger problem in their communities, too much or too little water and why. Let them brainstorm in small groups and share their ideas with the class.

- Divide the class into pairs. Ask half the pairs to brainstorm problems related to too much water (floods etc.) and the other half to brainstorm problems related to too little water (droughts). If they are unsure prompt them to think about, for example crops, health, transport etc.

- After a few minutes ask each pair to share their ideas with a pair that brainstormed the opposite problem.

- Read the following list of problems out loud. Ask students with a show of hands if it is a problem connected to too much water or too little water. Don't give them an answer, just tell them they will find out later. Clarify vocabulary as needed.

- Heavy rainfall and storms
- Bigger and more frequent floods
- Loss of local water supply
- Destroyed crops, food shortages and starvation
- Financial problems
- Contaminated fresh water
- Risk of disease
- Need for resilient infrastructure
- Reduced and unpredictable rainfall
- Need to travel to collect water
- Poor hygiene and sanitation
- Excessive heat and rising temperatures

- Ask students to copy the following table into their notebook.

Too much water	Too little water

- Read the text below out loud and ask students to make notes under each column as you read.

Too much water
Excessive heat and moisture in the atmosphere leads to heavy rainfall and storms. In many countries, this excessive water is causing floods that are getting both bigger and more frequent. These floods are seen in countries as diverse as Pakistan, the United Kingdom, Germany and Malawi. Low-income countries tend to have less resilient infrastructures to deal with the flooding, and so people suffer more. In particular, farmland is flooded and crops are destroyed, leading to risks of starvation and financial problems. In addition, fresh water is contaminated and toilets destroyed, and this can lead to diseases.

Too little water
The problem of too little water can be equally catastrophic. Clean water is a basic requirement for drinking, and reduced and unpredictable rainfall can mean some communities lose their local water supply and need to travel large distances to collect water. All this impacts the female population especially, as they usually collect this water. A water shortage also means basic hygiene and sanitation such as handwashing and clean toilets may be difficult to find, and this will result in more deaths from diseases. As temperatures rise and there is less rain, agricultural communities need more water to grow their crops, leading to less water for drinking and hygiene and the risk of food shortages. The stability of communities is also at risk from regional conflicts about water shortages.

- Ask students to compare their notes in the table with a partner.
- Read the text out loud again and ask students to add to their notes.
- Elicit the points below from students. Go over and clarify vocabulary as needed.

Too much water	Too little water
• Heavy rainfall and storms	• Reduced and unpredictable rainfall
• Bigger and more frequent floods	• Loss of local water supply
• Low-income countries have less resilient infrastructure	• Need to travel to collect water
• Flooded farmland	• High impact on female population
• Destroyed crops	• Basic hygiene and sanitation is difficult
• Risk of starvation and financial problems	• More death from disease
• Contaminated fresh water	• Less drinking water
• Destroyed toilets	• Risk of food shortages
• Risk of disease	• Risk of instability, conflict

- Ask pairs to make a new list called 'Both'. For this list, tell them to identify which of the problems from the text (their table) come from both too much and too little water. For example: risk of destroyed crops and food shortages come from both floods and droughts.

Both too much and too little water
• Destroyed crops, food shortages and starvation
• Financial problems
• Loss of clean water supply for drinking
• Poor hygiene and sanitation
• Risk of disease
• More death and disease

- Elicit students' ideas and go over the list above. Point out the many similar problems related to too much and too little water.

Activity 3
Water problems and solutions

Aim
To identify the most pressing problems related to water in the community and to brainstorm and present solutions

Language focus
Speaking
Presenting

Level
B1 and above
Secondary/adult

Time
30 minutes

Procedure

- Divide the students into groups of 4-8. Ask groups to brainstorm problems related to too much or too little water (see Activity 2) in their community.

- After they have a list of at least 5 problems ask them to select the 2 most serious and urgent problems their community faces related to water.

- After each group has identified 2 pressing problems, tell them to swap their problems with another group.

- Then have groups brainstorm the solutions to the problems which their partner group have identified.

- Ask each group to make a short presentation summarising the 2 problems and their recommended solutions. Encourage all students to speak during the presentation.

9

Farming and the environment

Christopher Graham

The first two activities in this unit raise learners' awareness about how farming can damage the environment and how climate change can make farming difficult. In the third activity learners will be discussing farming and the environment from two opposing perspectives and will be asked to find a compromise between the two positions.

These activities are adapted from an original lesson plan written by Christopher Graham. It contains printable resources and handouts. You can find it here: https://www.teachingenglish.org.uk/article/farming-environment

"The greatest threat to our planet is the belief that someone else will save it."

Robert Swan,
Polar explorer, environmental leader. Robert Swan is the first person in history to walk to both the North and South Poles.

Activity 1
What's true, what's false?

Aim	**Level**
To raise awareness about the connection between farming and climate change	B1 and above
	Secondary/ adult
Language focus	**Time**
Vocabulary	20 minutes
Listening	

Procedure

- Write the following words on the board in two columns. Ask learners to predict the theme and, in pairs, to match the words on the left with those on the right to make collocations (word partnerships). Example: carbon dioxide

animal	dioxide
carbon	farms
factory	food
global	gas
greenhouse	habitat
organic	warming

- Elicit several ideas from learners. Some can go with more than one partner word, e.g., organic farms; organic foods

- Rub out the right column and write the collocations below on the board. Go over the meaning of each:
  - animal habitat (place where animals live, e.g., forest)
  - carbon dioxide (co2, a greenhouse gas which causes global warming)
  - factory farms (indoor space where many animals like cows for mass production of meat and dairy)
  - global warming (rise in temperature due to greenhouse gas emissions)
  - greenhouse gas (co2 and other gases which contribute to global warming)
  - organic food (food which has been grown in a more ecological way)

- Put the learners in groups of 4-6 for a True/False quiz. Provide each team with a blank sheet of paper, ask them to write their team's name on top of the page.

- Read the following 10 sentences one by one. Ask groups to discuss each one quietly and write down if it is true or false.

1. Some types of farming causes water pollution which kills fish and vegetation.
2. When farmers use pesticides and fertilisers it is good for the environment.
3. Organic farms and foods are ones that have fewer artificial chemicals.
4. Farmers can manage bugs (insects) and in natural ways.
5. Farming usually protects animal habitats and biodiversity.
6. Cutting down trees increases carbon dioxide levels and contributes to global warming.
7. Meat and milk from factory farms are cheap and the animals are well cared for.
8. Animals produce methane, a greenhouse gas which contributes to global warming.
9. Eating less meat and more vegetables and fruits is good for the environment.
10. Buying local rather than imported food is always better for the environment.

- Collect the answer sheets and redistribute then so that each team has another team's sheet.

- Ask the teams to award one point for each correct answer.

- Go over the answers, explaining each sentence and why it is true or false. Clarify any remaining key vocabulary, e.g., fertiliser, pesticides, biodiversity.

- Answers:
    1. **T:** Chemicals used by farmers can get into water sources.
    2. **F:** Many pesticides and fertilisers use chemicals which damage the environment.
    3. **T:** Organic farms and foods are more ecological.
    4. **T:** Natural solutions have been used for a long time but with lower production.
    5. **F:** A lot of land for farming is reduces animal habitat.
    6. **T:** Trees absorb carbon.
    7. **F:** The meat and milk are cheap but the conditions for animals are usually poor.
    8. **T:** Methane is released by animals, especially cows. Too much methan contributes to global warming.
    9. **T:** Meat production is far more carbon intensive than plant-based food.
    10. **F:** Not always. Transport usually has only a small impact compared to other factors. (E.g., Eating vegetables from another country is much less carbon intensive than eating meat from a local factory farm.)

- Ask groups to discuss what they found most interesting or surprising in the quiz.

- Have two or three group representatives share their ideas.

Activity 2
Population growth, farming and climate change

Aim
To explore the relationship between population growth, farming and climate change

Language focus
Listening
Speaking

Level
B1 and above
Secondary/ adult

Time
30-40 minutes

Procedure

- Tell the class that they will listen to a text about world's growing population and farming.
- Write the following numbers on the board:
  - 7,800,000,000 (7.8 billion) / 2020
  - 1
  - 78,000,000 (78 million) / 2021
  - 365
  - 700 million
  - 2 / 21
- Ask students copy the numbers in their notebook.
- In pairs or small groups ask students to predict what each number means in the context of population and farming.
- Elicit some predictions about the numbers and ask if everyone agrees.
- Read the text out loud and have students listen for what each number means and note it down.

> The population of the world is increasing year-on-year. In 2020 it was 7,800,000,000 and the global growth rate is about 1 per cent or 78,000,000 a year for 2021. This puts huge pressure on farmers as they have to produce food for us all, 365 days a year. This makes farming perhaps the most important industry across the world. For example, globally about 700 million hectares are used to grow our food. But there are 2 significant problems for global farming in the 21st century that we need to keep in mind as we understand more and more about environmental issues.

- Go over the answers, emphasising the challenge of growing food for so many so many people.
- Answers:
  - 7,800,000,000 (7.8 billion) – was the world's population in 2020
  - 1 – percent growth in population each year
  - 78,000,000 (78 million) – population growth in 2021 (more than the entire population of the UK added to the world population each year!)
  - 365 – number of days each year farmers must produce food for us all
  - 700 million – hectares of land used to grow our food
  - 2 – significant problems for global farming in the 21st century
- Remind students of the last two numbers: 2 problems for global farming in the 21st century
- Elicit what they think the 2 problems might be.

- Read the last sentence aloud again and then read the 2 problems below:

> There are 2 significant problems for global farming in the 21st century that we need to keep in mind as we understand more and more about environmental issues.

1. Farming has changed a lot over the years as it develops in order to produce the food we need, and some of these changes have been disastrous for the environment.
2. Climate change has made farming more difficult in some locations.

- Ensure that learners understand the two problems by explaining them in your own words and translating as necessary.

- Put the learners into pairs or small groups. Write the following two questions on the board and ask them to discuss the answers:

1. How can farming damage the environment? Think about animals, chemicals and cutting down trees, for example.
2. How does climate change make farming difficult? Think about water and temperatures, for example.

- After the discussions have finished ask each pair/group to join another pair/group and check if they have the same ideas.

- Ask two or three volunteers share their answers and then tell the class the following answers:

1. Animals produce methane, a greenhouse gas which contributes to global warming. Chemicals such as pesticides and fertilisers are dangerous for the environment. Cutting down trees increases carbon in the atmosphere and farming can endanger the habitat of many animals.
2. Climate change can influence rainfall patterns, so farms can have too much rain (floods) or not enough (drought), and higher temperatures can reduce crop yields and kill some plants and trees.

Activity 3
Farmers vs green activists

Aim
To raise awareness and participate in a discussion about the need to increase food production while protecting the environment.

Language focus
Listening
Speaking

Level
B1 and above
Secondary/ adult

Time
30-40 minutes

Procedure

- Tell the class they are going to hear about two different opinions regarding farming and the environment: from farmers and from green activists. Clarify the term green activists if necessary: Someone who campaigns for the protection of the environment.

- Ask them, in pairs, to brainstorm the different opinions each might have. Have two or three volunteers share their ideas.

- Draw the following table on the board and ask learners to copy it in their notebooks:

Farmers say:	Green activists say:
We need... • • • • •	**We need...** • • • • •

- Dictate the following sentences. Ask learners to write them in the appropriate column in the table in their notebook, 'Farmers say...' or 'Green activists say...'

We need...

- to feed a growing population.
- land to grow more food.
- to protect animals and their habitat.
- fertiliser to grow more food.
- to plant more trees.
- farms without chemicals and fertilisers.
- pesticides to kill insects and bugs.
- to manage insects in a natural way.
- to promote a vegetarian diet.
- factory farms to produce low-cost meat.

- Have students compare their answers with a partner.
- Ask two volunteers to write their answers on the board.
- Elicit changes and corrections. Go over any key vocabulary (e.g., habitat, fertiliser, pesticides, insects, factory farms)
- Suggested answer:

Farmers say:	Green activists say:
We need... - to feed a growing population. - land to grow more food. - fertiliser to grow more food. - pesticides to kill insects and bugs. - factory farms to produce low-cost meat.	**We need...** - to to protect animals and their habitat. - to plant more trees. - farms without chemicals and fertilisers. - to manage insects in a natural way. - to promote a vegetarian diet

- Ask leaners if they agree more with the farmers or the green activists.
- Tell learners they are going to participate in the role play. They will be farmers and green activists on a panel to advise the government about the food and environmental problems.
- Put learners into pairs. Assign half the pairs the role of farmers and the other half the role of green activists. Tell them to prepare their arguments to find a compromise with the opposite side.
- Ask each pair of farmers to join a pair of environmentalists, creating groups of 4.
- Tell the groups to negotiate a compromise between their two positions. Encourage them to be creative in finding solutions. The outcome will be a set of agreed recommendations to the government.
- Ask volunteers from each group to present their recommendation on which they agreed.

Examples of compromise

- Increase productivity of existing land by using modern methods and technology while and avoiding deforestation.
- Gradually reduce the use of current fertilisers and pesticides and replace these with eco-friendly alternatives and natural methods, while maintaining productivity.
- Use more land to farm crops for humans and less to feed animals. This would make meat more expensive but vegetables and fruit cheaper.
- Reduce meat consumption gradually (with price increases) without forcing vegetarian only diets.
- Ensure that animals are killed humanely, meat is higher quality and eaten on special occasions.

10

Climate and energy

Thomas Kral

These activities are intended to build the learners' vocabulary range around different sources of energy while raising their awareness about categories such as renewable sources and fossil fuels. The second activity enables learners to consider the advantages and disadvantages of various energy sources. In the final activity learners explore the world of haiku poetry and are invited to get creative as they write haikus of their own about energy and the climate crisis.

Contributed by Thomas Kral

"We are a wave of change. Together and united we are unstoppable."

Greta Thunberg,
Swedish climate and environmental activist.

Activity 1
Mind mapping energy sources

Aim
To raise awareness about different sources of energy and their environmental impact.

Language focus
Vocabulary building
Speaking (optional)

Level
A2 and above
Secondary/ adult

Time
30-40 minutes

Procedure

- Put learners into groups of 4-6.

- Ask groups to brainstorm all the sources of energy they can think of.

- Alternatively, write the following puzzle on the board (missing vowels) and ask groups to identify the words. First group to get all 8 correct is the winner.

Puzzle with missing vowel	Solution
1. c _ _ l 2. h _ d r _ 3. n _t _r _ l g _ s 4. n _ c l _ _ r 5. _ _ l 6. s _ l _ r 7. t _d _ l p _ w _ r 8. w _ n d	1. coal 2. hydro 3. natural gas 4. nuclear 5. oil 6. solar 7. tidal power (form ocean waves) 8. wind

- Draw the mind map below on the board with 'Energy sources' in the centre. Elicit the meaning of the term 'fossil fuels' and 'renewable sources' and clarify as needed, perhaps with a translation.

- Ask learners to copy the mind map in their notebook and work with their group to put the different sources of energy from above into the mind map.
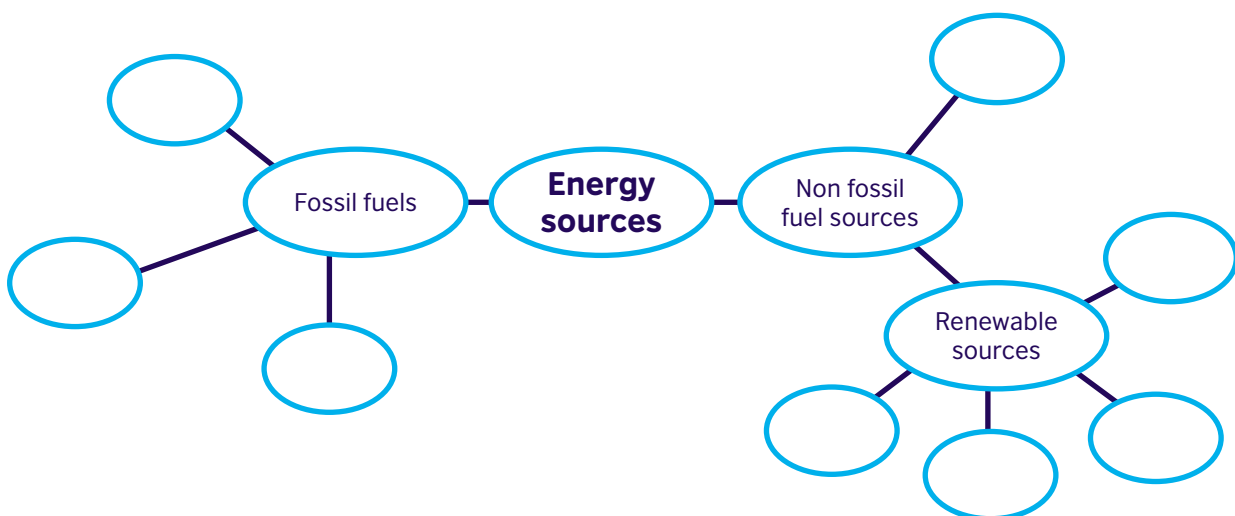
- Monitor the groups and assist as needed if learners are struggling.
- Invite two or three volunteers to fill in the mind map on the board with their groups' ideas.
- After the mind map on the board is complete (right or wrong), ask if any words should be in a different place.
- Adjust as needed until it is correct, as below:
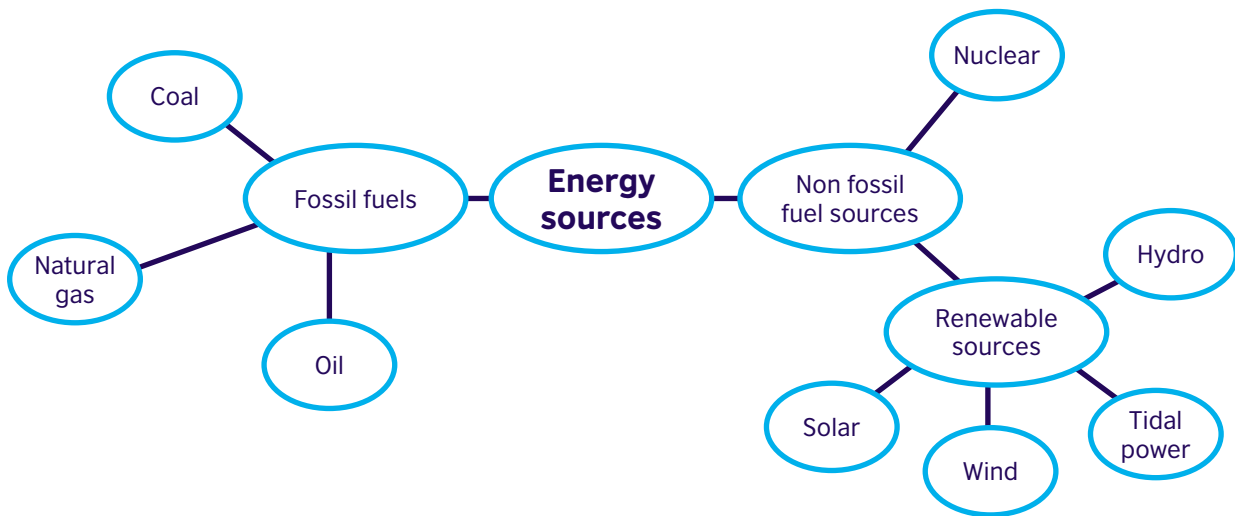
- Clarify the meaning of each of the energy sources that learners are unsure about. Translate as necessary.
- Elicit which ones are used in your country or region.

Optional extension

- Ask groups to discuss the following questions:
  1. What are the advantages and disadvantages of fossil fuels?
  2. What are the advantages and disadvantages of renewable sources?
  3. What are the advantages and disadvantages of nuclear power?
- Elicit answers from volunteers:
- Answers:

  1. **Fossil fuels:**
     Advantages – a lot of infrastructure in place; reliable energy source
     Disadvantages – very high greenhouse gas emissions leading to climate change impacts

  2. **Renewable sources:**
     Advantages – Clean sources of energy that do not run out
     Disadvantages – dependent on weather (except hydro); infrastructure is still lacking

  3. **Nuclear:**
     Advantages – clean and plentiful power can be produced
     Disadvantages – dangerous waste difficult to dispose; major accidents can happen (e.g., Fukushima disaster in 2011)

Activity 2
The truth about energy sources

|	
Aim To raise awareness about climate change, renewable and non-renewable energy sources.	**Level** A2-B1 Secondary/ adult
Language focus Superlatives Listening	**Time** 30 minutes

Procedure

- Put the learners into groups of 4-6.

- Ask groups to brainstorm all the sources of energy they can think of. Give them one or two examples to start. See Activity 2 for a full list.

- While groups are brainstorming write the following on the board

  1. Transportation /big / contributor / climate change.
  2. Fossil fuels/ popular / source / energy / world.
  3. Coal / dirty / source / energy.
  4. Hydro / dangerous / source / energy.
  5. Renewable resources / cheap / source / energy.
  6. Poor supply / difficult / challenge / reduce/ fossil fuels.

- Elicit from the learners the superlative form of each of the adjectives on the board: big, popular, dirty, dangerous, cheap, difficult

- Correct and clarify as necessary: Answers: the biggest, the most popular, the dirtiest, the most dangerous, the cheapest, the most difficult

- Note the spelling changes with big/the biggest and dirty/the dirtiest.

- Refer groups to the sentences (#1-6) on the board and them to write them out in full.

- Example: 1. Transportation is the biggest contributor to climate change.

- Have a representative from groups write sentences 1-6 on the board.

Answers
  1. Transportation is the biggest contributor to climate change.
  2. Fossil fuels are the most popular source of energy in the world.
  3. Coal is the dirtiest source of energy.
  4. Hydro is the most dangerous source energy.
  5. Renewable resources are the cheapest source of energy.
  6. Poor supply is the most difficult challenge in reducing fossil fuels.

- Elicit any corrections and make necessary changes so the sentences are correct.

- Ask groups to discuss each sentence and decide if they think the information is true or false.

- Elicit a prediction for each question from different groups and ask other groups if their predictions are similar or different. Write a T or F after each sentence with to indicate the majority prediction.

- Read the following text out loud. Ask learners to listen and check if their predictions were correct.

Climate change is driven by many activities, but the biggest contribution comes from power stations which generate electricity, followed closely by transportation and industry. Most of these activities are powered by fossil fuels, including coal and gas, which are far more popular but far dirtier than renewable sources, or cleaner alternatives such as nuclear power. Although there are advantages to nuclear power, it is possibly the most dangerous option, due to the risk of accidents and the radioactive waste that it generates. Renewable sources such as solar and wind power are now cheaper than any other sources of energy, but unfortunately, there are still a lot of political and business interests that are allowing fossil fuels to keep harming the planet.
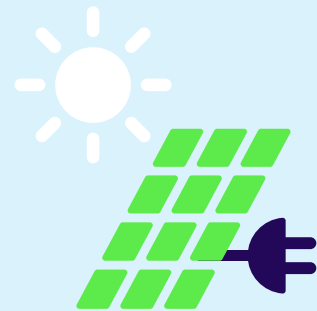
- Have groups check their predictions.
- Read the text a second time. Encourage learners to listen for more details to justify their answers.
- Go over the answers and elicit reasons for each.

Answers

1. **False.** Power stations which generate electricity contribute the most, but transport is also a major contributor to climate change.
2. **True.** Coal and gas are the most popular sources of energy.
3. **True**. Coal is one of the dirtiest sources of energy.
4. **False.** Nuclear is potentially the most dangerous due to possible accidents and waste.
5. **True.** Solar and wind were expensive in the past but are now the cheapest options.
6. **False.** Political and business interests are the biggest challenges.

- Finish by asking each group which information in the text the learners found the most interesting or most surprising.

Activity 3
Haiku, energy and climate action

Aim
To enable creative expression about energy using haiku poetry

Language focus
Writing
Pronunciation

Level
A2 and above
Secondary/ adult

Time
30 minutes

Procedure

- Ask learners to work in pairs or small groups and brainstorm words they think of when they hear the terms 'clean energy' and 'dirty energy'.

- Invite volunteers to write some of their ideas on the board under the two headings as below.
  The list may include the following:

Clean sources of energy	Dirty sources of energy
• renewable energy	• fossil fuels
• solar power	• carbon emissions
• wind / windmills	• coal
• tidal power	• gas
• hydro	• oil
• nuclear?	• nuclear

- Go over the terminology as needed, with translations as appropriate.

- Elicit from learners if they have heard of haiku. Tell them it is a form of Japanese poetry consisting of short poems of 3 lines.

- Write the following haiku poem on the board without the numbers in brackets.

Water is power (5 syllables)
Hydroelectricity (7 syllables)
Tidal power too (5 syllables)v

- Elicit the number of syllables in each line. All haiku poems have the same syllable count: 5, 7, 5.

- Read the following further examples of a haiku poems. Count the 5, 7, 5 syllable pattern out loud for each, ensuring learners recognize the pattern. Using your fingers to count syllables helps.

Nuclear power
A clean source of energy
Risk of accident

Let's stop fossil fuels
Too much carbon dioxide
Renewables now
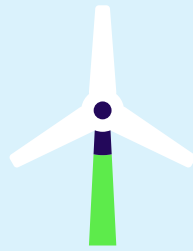
- Put the learners into groups of 4-6. Ask them to write a haiku poem about the topic of energy. Go around to assist groups as needed.

- When all the groups have finished writing their poems, redistribute the poems so each group can read and give feedback on another group's poem. Ask groups to check the 5, 7, 5 syllable pattern and assess poem's quality in terms of its message on climate action.

- Ask a volunteer from each group to write the group's poem on the board or read it out loud to the class.

- Ask learners to choose which one they like the best.