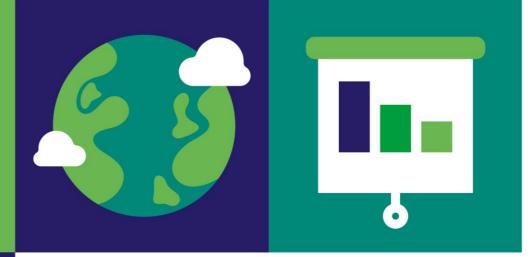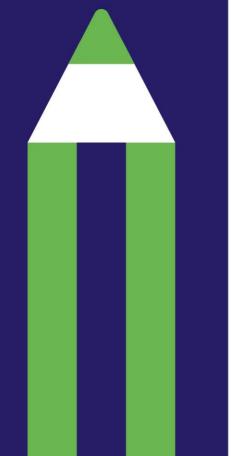# BRITISH COUNCIL

The Climate Connection

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Lesson plan

Upcycling

Sustainability and the concept of upcycling

Suitable for use with secondary learners of English

CEFR level B2 and above

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Upcycling

Topic

Sustainability and the concept of upcycling

Learning outcomes

- Become more aware of sustainability issues
- Review and learn vocabulary related to giving instructions
- Develop creativity and critical thinking
- Use communication and collaborative skills
- Develop speaking and reading skills

Age group and level

Aged 13-17 at CEFR B2 level and above

Time

90 minutes approximately

Materials

The teacher will need:
- Presentation
- Student worksheets (one per learner)

Introduction

This lesson focuses on *upcycling*, encouraging learners to think about ways in which they can upcycle common objects. By teaching teenagers 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 they can do their bit to make their world greener.

The lesson begins with a warmer to introduce the topic a text analysis activity to model language they need for the upcycling speaking game, where they start thinking creatively about the possibilities that upcycling offers.

There are extension activities including one where learners work in pairs or small groups to plan, prepare, research and present their ideas for an upcycling project. This can be done over multiple lessons as a term project on sustainability and upcycling.

Procedure

Before the lesson	**CHECKLIST**
	• Always make sure you are familiar with the online platform you are using:.
	- Have you tested your microphone and camera to make sure they work? Always do this before the less to check for any problems.
	- Do the students need a URL to join the online classroom? Do they all have this?
	- Do you know how to 'mute' the students' microphones if you need to?
	- Do you know how to share what is on your computer screen so that the students can see it?
	- Do you know how to use 'breakout rooms' if you have this facility? Is this enabled?
	• Make sure that you have the student PowerPoint file open on your computer, and any other material you will be using during the lesson.
	• Make sure you are able to share what is on your computer screen with your students, so that they can all see it. Always check with your students that they can see what you are sharing. Most online learning platforms have a simple 'raise hand' button that can be used to check if students can see what you are showing on the screen or can hear what you are saying.
	• Most online platforms have support videos or tutorials available online. Do you know where to access these?
	• Make sure all of your students know they must arrive on time and that they have pen and paper. Many online learning platforms have a virtual waiting room. It is a good idea to tell your students to join the class at least 5 minutes before the lesson begins to avoid disruption.

Stage	Instructions
Pre-lesson	Before you start the lesson: • check your microphone and camera to make sure they work • make sure that you have the accompanying PowerPoint open and have shared the worksheets (if using) • set up the audio and check that it is working • send learners a copy of the student worksheets and game.
At the start of the lesson	Welcome the learners as they arrive. • Check that they can all hear and see each other. • Check that they can see the first slide. • Check that they can hear you. • If they can't, ask them (or ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they can't hear you. Tips! • Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as to say what they've done that week. • Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and explain why. You could also suggest that, if possible, they use a headset with a mic rather than their device's in-built speakers and mic.
1. Warmer (5 minutes)	Display **slide 2**. • Ask learners to guess which three words are real Answer: Recycle, Upcycle and down cycle **Note**: Oxford dictionary definitions: Recycle: To process (waste) so as to convert it into a usable form

	Upcycle: To reuse (waste material) to create a product of higher quality or value than the original, and to reduce the need for new raw materials
	Down cycle: To reuse (waste material) to create a product of lower quality or value than the original.
2. Vocabulary crossword (10 minutes)	• Show **slide 3** • Ask learners to think about the meaning of the words. Which words are new for them? • Elicit the meanings as a whole class, gloss the meanings as needed • Ask learners to take a photo or screenshot of the word cloud to refer to in the next stage Elicit from learners the topic of the lesson. Accept any reasonable guesses. E.g. The environment; green issues, etc.

3. Reading (10–15 minutes)	• Display slides 5–8 one by one and invite learners to read the complete article.
	• Alternatively, they can read the article on worksheet 1. Give a 5 minute time limit for this.
	• Then show the slides again, reading the article aloud and pausing before each gap. Ask learners to help you complete the text with the missing words.
	• Learners can do this in a number of ways, for example:
	  1. give learners access to a drawing or annotation tool so that they can write the words
	  2. ask learners to write answers in the chat box
	  3. nominate learners to give the answers orally using their mics.
	
	Answers: 1. discarded, 2. value, 3. recycled, 4. scraps, 5. landfill, 6. rescued,
	
	7. conserves, 8. resources, 9. Remaking, 10. sustainability, 11. consume, 12. reuse

4. Post reading discussion (15 minutes)	• Display **slide 8** and ask learners to think about each question and to share their ideas. • For larger classes, put groups of learners into breakout rooms for the discussion (5 minutes). • Bring everyone back to the main room, ask a volunteer from each group to share the most interesting comments or ideas from their group with the rest of the class.

5. Homework crossword (15 mins)	• Give each learner a copy of the crossword. You can display **slide 9**)
	• Inform them that they've just studied all the relevant crossword vocabulary
	• Put learners into pairs to discuss the answer to 1 across. Elicit the answer. Ask learners to complete their crossword at home.
	Suggested end of lesson 1
	Answers:
	Across: 1. conserve, 3. resource, 4. discard, 6. landfill, 7. recycle, 9. reuse, 11. rescue, 12. remake
	Down: 2. sustainability, 5. value, 8. consume, 10. scrap
6. Homework review (5 minutes)	You display **slide 10** and briefly review the crossword answers.
7. Language focus (15 minutes)	• Learners read the information in the table about an upcycling project on **slides 11-13**. Advise learners to take photos or screenshots of the slides.
	• Move learners in pairs or small groups into breakout rooms to discuss the four questions on **slide 13**.
	Note: If breakout rooms aren't available allow 5 minutes for learners to read the questions and make notes before conducting whole class feedback; with learners either using the chat or their microphones.
	Suggested answers:
	1. The information is organised in a table. In the first rows there is information about the product and the materials needed. This is followed by a step-by-step guide to make the product.
	2. Yes, the information is clear.
	3. Imperatives/commands, formed by using the infinitive without 'to'.
	4. Diagrams or photos.
	Note: The purpose of this exercise is to provide a model of the language that learners will need for the game and an idea of how to structure the information they write for their own mini projects.

6. Play the Upcycling speaking game (15 minutes)	Display **slide 14**. Organise learners into two teams*, A (blue) and B (red), and explain the rules. How to play Each team should appoint a captain who liaises between team members (using a private chat) and then speaks. Teams take turns to choose a word in the grid. To 'win' the hexagon, they have to share a good idea about how to upcycle the object, describing what you need and the steps you need to take. If they are able to do this, they win the hexagon and colour it in their colour (red or blue). The object is to make a joined-up line of hexagons either horizontally (Team A) or vertically (Team B). As the game proceeds, teams will try to block their opponent's path while meandering to complete their own path. The winner is the first team to make a complete horizontal or vertical line. *For larger classes, set up smaller teams and use breakout rooms. Provide learners with the Upcycling game PDF.
7. Mini project preparation (10 minutes)	Tell learners that they are going to do a mini upcycling project in pairs or small groups. Organise the groups. Display **slide 15** and explain that these are the four stages of the mini project. Ask learners to discuss each stage in turn, suggesting what they need to do. Suggested answers: 1. Research: Look online to get ideas for an upcycling project. 2. Plan: Brainstorm the tasks they need to do to prepare their presentation. Share out the tasks. 3. Prepare: Work on the tasks to prepare the presentation. 4. Present: Present their ideas to the class. If possible, encourage each pair or group to give a presentation on a different product. There are a number of ways learners can give their presentations. Choose the best way for the platform you are using and the class size.
Optional	Encourage learners to try out one of the ideas at home and then show their finished products to the rest of the class in a later lesson or using photos on a shared board.

Homework preparation (10 minutes)	• Explain that learners will work in groups to agree on the initial theme of their upcycling project and which app they will use • Assign learners to breakout rooms if possible. • Learners research into their upcycling project for homework. They need to liaise outside of the lesson time to prepare their presentation. Note: Apps that can be used to prepare presentations include: PowerPoint, Padlet, Prezi and Google slides. Check an app is free to use before suggesting it to your learners.
Follow up (40 minutes)	• Advise learners to refer to the language on **slides 11-13** • Organise learners into their groups in breakout rooms to practice their presentations and make any last minute edits. • Inform groups that each person should speak at some point during their presentation, even if there is one main presenter. • Bring all learners together and allow each group to make their presentation. **Note:** They may need help on how to share their screen. • With large class groups can make their presentations over a few lessons.
OPTIONAL	• Make an online poster with the learners' upcycling ideas that they can share with their families. **Note**: You can encourage learners to try out one of the ideas at home.
8. At the end of the lesson	Praise the learners for their participation and work and tell them you're looking forward to seeing them again in the next lesson. Make sure they know how to exit the platform and wait until they all leave before leaving yourself.

Contributed by

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