

# The Climate Connection

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# Lesson plan

## A green classroom

Online lesson plan

Suitable for use with primary learners of English,  
aged 6–8

CEFR level A1 and above

#TheClimateConnection  
[www.britishcouncil.org/climate-connection](http://www.britishcouncil.org/climate-connection)

## A green classroom

### Topic

A green classroom

### Learning outcomes

- Identify sustainability issues
- Review and build on vocabulary related to the classroom
- Use countable nouns when talking about objects found in the classroom
- Be creative and use critical thinking
- Promote communication and collaborative skills
- Develop speaking and visual literacy skills

### Age group and level

Primary learners aged 6–8 years at CEFR A2 level and above

### Time

90 minutes approximately. This can be done over two lessons.

### Materials

The teacher will need:

- presentation

### Introduction

This lesson focuses on green classrooms, encouraging learners to think about ways in which they can make their classroom greener. By teaching primary 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 they can do their bit to make their world greener.

The lesson begins with a warmer to introduce the topic. Learners then talk about green classrooms before doing a 'find the differences' activity, where they examine two illustrations of classrooms, one of which has several green elements. Learners finish this section of the lesson with a guided discussion about each of the green aspects in the classroom.



The lesson finishes with a poster activity in which learners work in small groups to share ideas for how to make a green classroom and then make a 'Do and don't' poster. There is an optional singalong.

## Procedure

<b>Before the class</b>	<p>Before you start the lesson:</p> <ul style="list-style-type: none"> <li>• check your microphone and camera to make sure they work</li> <li>• make sure that you have the accompanying presentation open and shared</li> <li>• set up the audio and check that it is working</li> <li>• prepare the link to the song for the optional task.</li> </ul>
<b>At the start of the lesson</b>  <i>Slide 1 of the online classroom PDF</i>	<p>Welcome the learners as they arrive.</p> <ul style="list-style-type: none"> <li>• Check that they can all hear and see each other.</li> <li>• Check that they can see the first slide.</li> <li>• Check that they can hear you.*</li> </ul> <p>*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.</p> <p>Tips!</p> <ul style="list-style-type: none"> <li>• Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up or a simple activity where they write in the chat, such as to say what they've done that week.</li> <li>• 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.</li> </ul>
<b>1. Vocabulary (10 minutes)</b>	<ul style="list-style-type: none"> <li>• The purpose of these slides is to recycle classroom vocabulary and teach any new vocabulary that comes up.</li> <li>• Ask learners to look at the classroom on slide 2 and say what they can see. They should say <i>There are some (windows)</i> or <i>There is a (teacher)</i>.</li> </ul>



	<p>Tip: This can be done in a number of ways, depending on class size, for example sharing their ideas in the chat box, using their mics to speak one at a time.</p>
<b>2. Vocabulary summary (5 minutes)</b>	<ul style="list-style-type: none"> <li>• <u>Display slide 3 of the presentation</u> and read the words aloud. Make sure that learners have their microphones switched on. Say and drill each word on the list and ask learners to find it in the photo if possible. Use a mixture of group and individual drills. This is a good way to keep learners engaged. Add interest by saying some words fast and some words slowly.</li> </ul>
<b>3. Discussion and recycling vocabulary (5 minutes)</b>	<ul style="list-style-type: none"> <li>• <u>Display slides 4 and 5 of the presentation</u> and ask learners what they think a green classroom is. Encourage them to share their ideas using the chat box or speaking into their microphones. The purpose of this stage is to make sure learners have all the necessary vocabulary for the next stage of the lesson.</li> </ul>
<b>4. Find eight differences (10 minutes)</b>	<ul style="list-style-type: none"> <li>• <u>Display slide 6 of the presentation</u> and explain that you are going to show the two pictures again, side by side. Learners have to find eight differences.</li> <li>• <u>Display slide 7 of the presentation.</u> Give learners time to find all the differences. This can be done in a number of ways, depending on the tools you have at your disposal. Learners could write in their notebooks and share their ideas later. Or this could be done as a whole-class activity, with individual learners sharing ideas in turn.</li> </ul> <p><u>Suggested answers:</u></p> <ul style="list-style-type: none"> <li>• In classroom A there is one bin, but in classroom B there are three bins.</li> <li>• In classroom B there is a bicycle outside the window.</li> <li>• In classroom A there is a carton of juice with a straw, but in classroom B there is a reusable water bottle.</li> <li>• In classroom A the sandwich was in a plastic bag, but in classroom B it is on paper.</li> <li>• In classroom B there is a sign on the wall. It says 'Turn off the light'.</li> </ul>



	<ul style="list-style-type: none"> <li>• In classroom B there is a sign on the bookcase. It says 'Books for sharing'.</li> <li>• In classroom A there is one plant, but in classroom B there are two plants.</li> <li>• In classroom B there is a box for used/recycled paper.</li> <li>• <u>Display slide 8</u> of the presentation. Ask learners to say which class is greener and why. This is useful to consolidate some of the language they have been using.</li> </ul>
<b>5. Discussion (12 minutes)</b>	<ul style="list-style-type: none"> <li>• <u>Display slides 9–13 of the presentation</u> one at a time and give learners time to think and share their ideas.</li> </ul> <p>Note: This stage of the lesson prepares learners for the ideas and language they need to make their posters.</p>
<b>6. Class vote (3 minutes)</b>	<ul style="list-style-type: none"> <li>• <u>Display slide 14 of the class PowerPoint or PDF</u> and have a class vote using a poll or by asking learners to write 'A' or 'B' in the chat box.</li> </ul> <p>Note: Learners will most likely vote for classroom B because it is greener. Show enthusiasm at their choice, underlining the importance of caring for the planet.</p> <p>This could be the end of lesson one.</p>
<b>7. Preparing a poster (5 minutes)</b>	<ul style="list-style-type: none"> <li>• <u>Display slide 15 of the presentation</u>. Ask learners for ideas to add to each column. Add their ideas to the slide or give learners time to copy the table and make notes in their notebooks.</li> </ul> <p><u>Suggestions:</u></p> <p><b>Do:</b> bring a glass or reusable water bottle; recycle paper; share books and toys; bring food to class in paper; turn off the lights; walk or cycle to class; have plants.</p> <p><b>Don't:</b> bring food in a plastic bag; bring straws to school; throw plastic in the bin; waste water; waste paper; leave the tap running; throw litter on the floor.</p>



<b>8. Extension: Make a poster</b>	<ul style="list-style-type: none"> <li>Learners make a 'Do and don't' poster, using their shared ideas and adding illustrations. This can be done in a number of ways, either offline as a homework task (individually) or in small groups online using a shared space, such as Padlet: <a href="https://padlet.com/">https://padlet.com/</a></li> </ul>
<b>9. Optional task</b>	<ul style="list-style-type: none"> <li>Play this song called 'Do your best' from LearnEnglish Kids for learners to listen to and sing along with. The song is all about how we can do our best to save the planet that we love. Link to song: <a href="https://learnenglishkids.britishcouncil.org/songs/do-your-best">https://learnenglishkids.britishcouncil.org/songs/do-your-best</a></li> <li>Learners listen while they read the words. Then they listen again and sing along. Alternatively, this can be done as a homework task. Share the link with learners and ask them to watch, listen and sing along at home.</li> </ul>
<b>10. At the end of the lesson</b>	<ul style="list-style-type: none"> <li>Praise the learners for their participation and work and tell them you're looking forward to seeing them again in the next lesson.</li> <li>Make sure they know how to exit the platform, and wait until they all leave before leaving yourself.</li> </ul>

**Contributed by**

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