

# The Climate Connection

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# Lesson plan

## A green classroom

Face-to-face lesson plan

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

CEFR level A1 and above

#TheClimateConnection

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## A green classroom

### Topic

A green classroom

### Learning outcomes

During and after the lesson, learners will be able to demonstrate they can:

- 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 5–8 years at CEFR A2 level and above

### Time

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

### Materials

The teacher will need:

- photos of different classrooms
- the 'Classrooms A and B' worksheet (one per pair)
- link to song (see optional stage)
- paper or card and coloured pens or crayons (for posters)

### Introduction

This lesson focuses on green classrooms, encouraging primary learners to think about ways in which they can make their classroom greener. It also helps 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 song that can be used at the end.


## Procedure

<b>1. Before lesson</b>	<ul style="list-style-type: none"> <li>• Make sure that there are a range of classroom objects for learners to find.</li> </ul>
<b>2. Warmer (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Do a point-and-say activity to recycle vocabulary for things in the classroom, such as books, pens, pencil cases, etc. Ask <i>Point at a book</i>, etc. They point and say the word or, if possible, a full sentence to review countable nouns, e.g. <i>It's some crayons</i>.</li> <li>• Write this list on the board or use the presentation, slide 3: board, book, bookcase, class, classroom, computer, cupboard, desk, door, eraser, floor, pen, pencil, playground, ruler, window, scissors, glue, crayons, bag, pencil case, bin, table.</li> <li>• When you finish, say and drill each word on the list and ask learners to find it in the photos if possible. Use a mixture of group and individual drills. Add interest by saying some words fast and some words slowly.</li> </ul>
<b>3. Introduce the idea of a green classroom (5 minutes)</b>	<ul style="list-style-type: none"> <li>• On the board write: A green classroom.</li> <li>• Ask learners what they think this means. Accept any reasonable ideas. Then explain that when something is green, it is kinder to the planet. Explain that it is important to find ways to be green at home, in our towns and cities and also in the classroom. Then ask <i>How can we make our classroom green?</i></li> <li>• Encourage learners to think and share some ideas. You'll be sharing more ideas in stage 6.</li> </ul>
<b>4. Find the differences (15 minutes)</b>  	<ul style="list-style-type: none"> <li>• Organise learners into pairs, A and B. Give each pair a copy of the 'Classrooms A and B' worksheet. Tell each pair to fold their paper where the dotted line is, so that they can only see Classroom A.</li> <li>• In pairs, ask them to take turns to describe what they can see in the picture. They point and say, for example, <i>It's a desk</i>, <i>They're books</i>.</li> <li>• Help with any unknown vocabulary as necessary.</li> <li>• Ask learners to unfold the paper and to find eight differences between the two classrooms. They should write the differences in their notebooks. Do one as an example with the whole class.</li> </ul> <p>Note: The images are on pages 6, 7 and 8 of the presentation.</p> <ul style="list-style-type: none"> <li>• Demonstrate the activity with one learner.</li> </ul> <p>Example:</p> <ol style="list-style-type: none"> <li>1. In Classroom A there is one bin, but in Classroom B there are three bins.</li> </ol>



	<p><u>Answers:</u></p> <ol style="list-style-type: none"> <li>2. In Classroom B there is a bicycle outside the window.</li> <li>3. In Classroom A there is a carton of juice with a straw, but in Classroom B there is a reusable water bottle.</li> <li>4. In Classroom A the sandwich was in a plastic bag, but in Classroom B it is on paper.</li> <li>5. In Classroom B there is a sign on the wall. It says 'Turn off the light'.</li> <li>6. In Classroom B there is a sign on the bookcase. It says 'Books for sharing'.</li> <li>7. In Classroom A there is one plant, but in Classroom B there are two plants.</li> <li>8. In Classroom B there is a box for used/recycled paper.</li> </ol> <p>Depending on the abilities of the learners, teach words like <i>reusable</i>, <i>carton</i> and <i>straw</i>.</p>
<p><b>5. Discussion (15 minutes)</b></p>	<ul style="list-style-type: none"> <li>• Use the classroom images in slide 8 or write these discussion questions on the board:           <ul style="list-style-type: none"> <li>○ Which class is greener? Why?</li> <li>○ Why is it a good idea to have a box for used paper?</li> <li>○ Why is it a good idea to have books for sharing?</li> <li>○ Why is it a good idea to cycle to school?</li> <li>○ Why is it a good idea to have plants in a classroom?</li> <li>○ Why is it a good idea to bring your own bottle or glass to school?</li> <li>○ Why is it a good idea to have a sign saying 'Turn off the light'?</li> </ul> </li> <li>• Ask each question in turn and encourage learners to share their ideas. If necessary, allow learners to use L1 for this discussion, but try to help them find the words to express their ideas in English.</li> <li>• Ask <i>Which classroom do you like best, A or B?</i> Have a class vote. Note: This could be the end of lesson 1.</li> </ul>
<p><b>6. Brainstorming ideas (15 minutes)</b></p>	<ul style="list-style-type: none"> <li>• If conducting this over two lessons, briefly review what a green classroom is.</li> <li>• Write two headings on the board: Do and Don't. Ask learners to imagine they want to make their classroom greener. Ask <i>What can we do?</i></li> <li>• If necessary, write a suggestion for Do and another for Don't. Then add learners' suggestions under each heading. Suggestions:           <p>Do: 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>Don't: 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> </li> </ul>



	Ask learners to add the ideas to their notebook.
<b>7. Make posters (25 minutes)</b>  	<ul style="list-style-type: none"> <li>Organise learners into small groups to make 'A green classroom' poster, using the ideas from the previous stage.</li> <li>Give each group a piece of paper or card and coloured pens or crayons. They should include a title and a list of dos and don'ts. They can illustrate the ideas in the poster. When they finish, make a classroom display of the posters.</li> <li>Learners look at the other posters and give feedback by saying what they like about a poster.</li> </ul>
<b>8. Singalong</b> Optional task (5 minutes)	<ul style="list-style-type: none"> <li>Play this song called 'Do your best'.</li> <li>Learners listen and sing along. The song is all about how we can do our best to save the planet that we love.</li> <li>Link to song: <a href="https://youtu.be/3wdEoldOGCc?si=Xbr3dlrib3yPEL7x">https://youtu.be/3wdEoldOGCc?si=Xbr3dlrib3yPEL7x</a></li> </ul>

**Contributed by**

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