

LESSON 4: <u>LET'S SAVE OUR PLANET</u>	<u>3 SESSIONS</u>
SESSION 1: <u>HANDS</u>	TIMING: 1 hour

*** This indicates the activity can be used for assessment.**

WARM-UP ACTIVITY “Earth day: Give Earth a hand”

Grouping: whole group, individual

The aim of this exercise is to make children aware that individual desires do not always match the needs of the planet.

1. Write the structure “I want” at the top of the blackboard. Divide the blackboard into two parts. On one of them draw a boy and a girl and on the other the Earth globe.
2. Pre-teach the structure: I want a/___ by asking the question: “What do you want?”
Children answer the question. Possible answers: I want a new bicycle, I want a PSP... Write their answers on the blackboard in the part where there is the boy and the girl.
3. Ask them: What do you want to find from our planet? Give them an example: I want food, I want clear air ... Write their answers on the blackboard in the globe drawing.
4. Compare the columns and give them time to think and talk about their answers.
5. Ask them:
Do you know what Green means?
Do you know what Peace means?
Have you ever heard the word Greenpeace?

Tell them that Greenpeace is a non-governmental environmental organization which tries to fight against people and companies that are destroying our planet.

Tell the children they are going to see a short video made by Greenpeace about how we can help our planet by giving it a hand (helping it).

You can find this video on this webpage:
<http://www.youtube.com/watch?v=Ep9MFiWXR8M>

- 6a. Ask children what images they saw in the video. *
- 6b. Let children watch the video a second time. Pause the video after each sentence. Write each sentence on the board.
I want

 - clear air.
 - food without destruction.
 - water without pollution.
 - our rainforest intact.

- to keep our oceans alive.
- our polar seas pristine. (remaining in a pure state)
- an energy revolution.

7. Children draw their hands on a paper. They write a sentence from the board on each finger. Because there are ten fingers, they can invent 3 more sentences with something that they would like to have on the Earth. Give them examples such as: clean rivers, lakes and streams, quiet roads... Hang the hands in the corridor.

RESOURCES: board, scissors, pencil, felt tip pens, blu tack.

SESSION 2: HOW GREEN ARE YOU?**TIMING:** 1 hour**ACTIVITY 1 “How green you are”****Grouping:** whole group, individual

Introduce the topic: **“Let’s save our planet”** through the PowerPoint presentation. **Slide 1.**

Brainstorm things children can do to save the planet.

Ask them: Tell me some things that we can do to save our Planet.

Slide 2

Ask them: Do you know what the question “how green are you?” means? Tell them the meaning.

Tell children that they are going to find out if they are green or not.

Give them **worksheet 4.1a**. Tell them to cut out the “yes/sometimes/no” paddles.

Give them **worksheet 4.1b**. Tell them to answer the questions on the ppt slide 3-12 by putting up their paddles and by ticking their answers on the worksheets.

Count the number of children for each answer and write the total on the blackboard. e.g. 1. Do you recycle plastic, metal and glass? 6 children yes, 2 sometimes, 10 no.

Slide 3

Ask them: Do you recycle plastic, metal and glass?

Slide 4

Ask them: Do you drop litter on the floor?

Slide 5

Ask them: Do you write on both sides of a piece of paper?

Slide 6

Ask them: Do you leave taps on when you are brushing your teeth?

Slide 7

Ask them: Do you have a shower instead of a bath?

Slide 8

Ask them: Do you leave your TV or computer on when you are not in a room?

Slide 9

Ask them: Do you cycle or walk to school?

Slide 10

Ask them: Do you open the windows when the air-conditioner is on?

Slide 11

Ask them: Do you leave lights on when you are not in a room?

Slide 12

Ask them: Do you talk to your family about ways to help the environment?

Once they have finished answering the power point questions, suggest:

Let’s make a graph and find out how green the class is. Show them **slide 13.**

With the data from **activity 1**, draw a graph on the blackboard and explain it to the children. Tell them to copy it in their notebooks. Comment on the results if the class is green or not.

RESOURCES: PowerPoint Presentation supplied in Support Teaching Resources Section.
Worksheet 4.1a and 4.1b

SESSION 3: REDUCE, REUSE AND RECYCLE**TIMING:** 1 hour**WARM-UP ACTIVITY “How green are you? Quiz” *****Grouping:** in pairs, whole class

Give out **worksheet 4.2a and 4.2b**. Children work in pairs. Student A asks the questions to Student B. Student B answers the questions and vice-versa.

Each quiz answer has its own score. Children count their scores and depending on the total, they get different feedback, for example: “You are a green champion.”

Comment on the results. Each child reports his/her feedback from the score.

RESOURCES: **worksheet 4.2a and 4.2b**

INTRODUCTION “The three R’s of the environment”**Grouping:** whole group

Introduce the topic: **“The three R’s of the environment”** through the PowerPoint presentation. **Slide 14.**

Explain: The meaning of these words (Reduce, Reuse and recycle)

Tell them: Even children can help with the earth’s problem by doing small things every day at home. Today we are going to learn how to do it.

Show them slide 15.

Ask them: What can you see?

Read the quotation: “Recycle today for a better tomorrow” and **ask them:** What does it mean?

Ask them: Do you recycle? And if the answer is yes, **ask them:** Do you use the corresponding recycling containers? Match the colour with its kind of rubbish.

brown: organic food

Blue: paper and cardboard

Green: glass

Yellow: plastic, cans and bricks.

Grey: waste

Others, like batteries specific places.

Explain: the different types of recycling containers they can find in Catalonia

Teach the word rubbish dump: a piece of land where waste materials are dumped.

Show them slide 16: Read the sentence and explain the importance of saving energy.

Ask them: How can we save electricity?

Show them slide 17: Read the sentence and explain the importance of saving water.

Ask them: How can we save water?

Show them slide 18: Read the sentence and explain the importance of saving our forests.

Ask them: How can we save our forests?

Show them slide 19: Read the sentence and explain the importance of using renewable energies.

Ask them: Do you know any ways to use renewable energies?

Show them slide 20: Read the sentence and explain the importance of reusing old clothes.

Ask them: Do you know any ways to reuse things?

Show them slide 21: Read the sentence and explain the importance of reducing the amount of waste. Ask them: Do you know any ways to reduce the amount of waste?

Show them slide 22: Read the sentence and explain the importance of recycling materials. Ask them: Do you know any ways to recycle materials?

After that,

Show them slide 23:

Ask them: What else can we do to save our planet?

RESOURCES: PowerPoint document supplied in Support Teaching Resources section.

ACTIVITY 1: "Let's design a green poster" *

Grouping: in pairs.

Children work in pairs. They write tips on posters (they either get the information and the pictures from the internet or they get them the information from the ppt and draw the pictures themselves). Tell them to think of a poster that would make everyone at their school stop and think before they polluted the Earth.

Write the following on the board: Tell them that their poster should have:

1. A big heading with the environmental message
2. words and pictures to support the environmental message
3. strong, bright colours and short, catchy phrases.

RESOURCES: colourful cardboard, scissors, felt tip pens and glue.

EXTRA-ACTIVITY: "Hands on"

Grouping: in groups of four.

In groups of four, children do hands on activities in order to be a green school.

POSSIBLE ACTIVITIES:

a) Make a compost bin to recycle food garbage.

After a brief introduction to the process of organic material decomposition due to worms, tell children that they are going to make their own compost bin.

Steps:

1. Collect organic material (such as apple cores, banana skin, crusts of bread) from school packed lunches.
2. Bury the organic rubbish in a bucket of soil and leaves. Place it in the playground.
3. Put a little water in the bucket and cover it with a cloth.
4. After about 8 weeks, they should find the organic material has rotted into soil.

(Let them observe the process)

Tips: Check the compost every day for the first few days to make sure you have the correct amount of moisture. If the contents get too dry, simply add water. If they are too wet, add dry material and remove the cloth from the bucket. If the contents become soggy, leave the door open until it dries. Encourage students to chop any fruit or veggie scraps leftover from snack time and add to the mixture. Be careful to add enough dry ingredients to maintain a balance of wet and dry material.

b) Plant a tree in the playground.

Remind children that trees produce oxygen for them to breathe. They remove pollution from the air. Also, trees create homes for the local wildlife and so on.

Buy a small tree. Ask the gardener when the best time to plant the tree is.

Tell children that they are going to plant a tree.

Steps:

1. Make a hole in the playground.
2. Plant the tree and cover it with soil.
3. If the compost is ready mix it with the soil.
3. Water the tree regularly.

c) Make a bird station to encourage local wildlife.

Tell the children that they are going to help encourage local wildlife with a bird station.

Steps:

1. Hang a bird feeder on a branch or pole.
2. Put out a bowl of water nearby for drinking and for bathing.
3. If desired, keep a record of the birds that visit the bird station.

d) Re-use paper to make a notepad.

Tell children that they are going to take used paper from the school to make a notepad.

Steps:

1. Children take a small cardboard box. They cut off the lid and part of one of the sides and they decorate the box.
2. Collect paper that has only been used on one side.
3. Cut the paper into smaller pieces so it fits in the box (clean side up).
4. Punch a hole in the side of the box. Tie a pencil or pen on a piece of string and attach it to the box.

INTERESTING WEBSITE:

This is full of games and resources.

<http://learnenglishkids.britishcouncil.org/en/category/topics/environment>