

How Green Are you? Lesson Plan

Aims

By the end of the lesson learners will be able to:

- interview others to complete a survey and summarise findings in a report
- develop questionnaires on current behaviour using present perfect forms
- understand the actions learners can take to reduce their impact on climate change

This lesson looks at everyday actions learners can take to reduce their impact on climate change. Learners will carry out two surveys and summarise their findings as a report. From reading their peers' reports, learners will be able to decide what actions their class have to take in the future. Teachers may adapt some of the survey questions with activities that are more relevant to your learners' context.

This lesson is suitable for teens and should be around 60-90 minutes long.

Procedure

Lead into the topic

- If you have access to a computer you may use a video clip such as this one about a school project <http://www.youtube.com/watch?v=oROsbaxWH0M> to lead into the topic. For example you could show clips from the first two minutes of the video and ask your learners to guess what the students in that school are doing for the environment.

What can we do to be green?

- Divide learners into groups and ask them to brainstorm what they can do to "be green"
- This is an opportunity for you to a) pre teach any vocabulary from the surveys in the student worksheets you think your learners need and b) any useful vocabulary that some learners know and others don't know.
- Learners should vote if they think they do enough or not enough for the environment.

Which group is the greenest? - Group Survey

- Explain that learners will carry out a survey to find out if we are doing enough "to be green"
- First of all learners should read the questions (**Worksheet A** – group survey) and answer yes or no for themselves (in the *me* column). Learners can help each other with the meaning of the questions. From monitoring you can clarify common problems/questions.
- The last question is blank for groups to discuss and write their own question – do not worry too much about accuracy at this stage but help them with vocabulary.
- Model and drill the first two questions and possible answers –Yes I have. Yes, everyday. etc.
- Pair groups together. E.g. members of group A will interview group B (and vice versa) and group C will interview group D etc.

- Learners interview one (or two if you have an uneven number) from the partnered group recording ticks (✓) for yes and crosses (x) for no for each question.
- In their original group, learners count and record the number of ticks and crosses answers for each question and add them together.

Reporting your findings

- Use the cline on **worksheet B** to test learners' understanding of the phrases
- Learners should identify that they only use 'has' if they are referring to one person. The example uses '*None of the people have*', but learners may want to use '*nobody has*' and they may use '*everybody has*'.
- Learners should read and complete the model report –using their own results to select the most suitable phrases to fill the blanks and deciding whether to use '*and*' or '*but*' depending if the information is contrasting or not.
- Give feedback and deal with any common errors

Answers

All of the people

Most of the people

Half of the people

Some people

Only a few people

Only one person

None of the people

Present perfect language focus

This activity can be used either before or after the writing stage, depending on the support you feel your learners need and how eager the learners are to report their findings from the survey.

- The language focus on **worksheet C** encourages the learners to notice the use of present perfect when talking about current behaviour and incomplete time frames in the questions in the first survey. Try and stand back and let the learners find the answers without you presenting the language.
- The phrases they can come up with are: *in the last week; in the last month; in the last year; in the last 5 years* etc. We also use present perfect with phrases such as *this year, this week, this month* etc.

How green are you - whole class surveys

In this stage there will be three different surveys being carried out throughout the whole class. You may adapt the questions to suit your local context and student interests.

- There are three surveys to give the learners a variety of questions. Print enough surveys for the class (e.g. if you have 25 students print 8 survey A, 8 survey B and 9 survey C)
- Fold the surveys into a large envelope. Learners then select one survey at random out of the envelope.
- Learners need to complete their questions by choosing the right form of the verb and the time frame they wish to ask about. As individuals have chosen their survey at random this should be done individually, but if learners need help they can find other with the same survey as themselves or choose one survey out of the envelope between two.
- Learners should mingle and interview as many others as possible (interviewing another class or staff can be interesting here).
- Learners count up their results and write a report similar to the earlier model.

Class Declaration

- Learners read each others' reports (or at least 6 reports) and make notes of the main things that lots of people do that are good for the environment and the things that they are not doing that they should. You might ask them to choose three most common things we do and three things we don't do.
- Finally the class can agree on five things they will change for the better and make a class declaration for the wall. Sample template attached.

Displaying work

- It's always rewarding to display student work and some surveys and reports could be mounted in a wall display for the classroom or corridor or printed in the school newsletter, magazine or website.

Speaking game

- Teenagers like to have the opportunity to have fun with English and so you may wish to finish the lesson with a discussion game. This one is based on an activity called Mad Discussion from *Keep Talking: Communicative Fluency Activities for Language Teaching* by [Friederike Klippel](#).
- Give each group a handful of odd items such as some paperclips, a newspaper, a plastic bottle, a tin, a jar and tell them that they have to select which item can be reused the most and give examples of what it can be used for.