

# Ready to Run

B1

UKRAINE SCHOOL  
PROJECT



Teacher Guide

LEARNING GOALS

**Vocabulary**  
The environment  
Actions for the planet

**Speaking Skills**  
Share your world

**Writing Skills**  
A proposal of action

## 1. Before Watching

Interaction Pattern: pairs

Time: 10 mins

C21 Tags: Communication, Critical thinking and problem solving

Tell learners two things you did in the last week. Ensure they are things you did for yourself but don't tell learners. Instead, elicit that you did them for yourself by asking *Who did I do this for?* Then draw a table with three columns on the board or screen and write *Me* at the top of column 1. Then say two things you did for somebody else. Now elicit who it was for. Write *Somebody else* in column 2. Finally, repeat for column 3 with two things you did for the environment. Now have your learners write two things they did for each option. Then tell learners how each of your actions made you feel, using some words from the boxes in the Student Pack and some extra words. Then have learners compare their lists and describe how each action made them feel. If time allows, elicit answers from learners to find out which actions create the most positive feelings.

**Sustainable development goal: SDG 3, good health and wellbeing.** Learners identify what actions they do for themselves, others, and their environments and consider how each one makes them feel.

**Emotional development goal:** Throughout this lesson students are invited to explore their emotional reactions to their surroundings and turn them into action. Activities 1, 3 (speaking) and 3 (writing) help work towards this goal.

## 2. While Watching

### Activity a)

Interaction Pattern: Pairs

Time: 5 mins

Tell learners they're going to watch a video about a group of school children in Ukraine. If you think it is appropriate with your class and at the time of teaching, elicit what learners know about Ukraine. Encourage them to think about its location, culture, food and national sports as well as what they might know from news.

There are two questions about the video in the Student Pack. Read them out and check for understanding. One approach during the viewing is to encourage learners to watch the video once without writing any answers, just watching and listening. You can then elicit the answers and see if learners were able to understand and remember the answers when they weren't focusing on writing them down. Another approach is to have learners write down their answers while they are watching the video. Check the answers as a class.

Answer key:

1. Choose from any of: It is in Ukraine. It is between two rivers. It is on the border with Poland.
2. Possible answer: Let's work together to protect our planet.

### Activity b)

Interaction Pattern: Individual

Time: 15 mins

Tell learners they're going to watch the video again for more detail. First, give a class situation to help create a context for the class. E.g. *Say the chairs in the classroom are damaged and unsafe to use. What is a possible solution?* Encourage learners to come up with ideas that are good for the environment, such as making new chairs using parts of the old chairs and other recycled materials.

Then, explain that each action from the children in the video is a response, or solution, to an environmental problem. On the board or screen draw a simple table or flow chart with problem 1 on the left. Elicit the children's response to problem 1 - ideally they will cover up the answer in the Student Pack. Now read through the problems in the table and check for understanding. Then play the video again and have learners write the corresponding response. You may need to play the video again or allow learners to think about their answers for a while and compare with a partner. Then check the answers as a whole class.

Answer key:

1. E.g. Make bird boxes and put them in trees
2. Recycle paper and plastic
3. Plant new trees
4. Make eco bags
5. Use solar energy

### 3. After Watching

#### USEFUL PHRASES

Interaction Pattern: individual

Time: 15 mins

C21 Tags: Creativity and innovation, Communication, initiative and self direction

Begin by reading through the sentence halves and then have learners watch the video again and match them to make complete sentences. Point out the useful phrases in each sentence that learners can use to talk about their own projects. These are marked in bold in the Answer Key.

Answer key:

1. c - They **do what they can** to **protect the environment**.
2. e - We were **inspired by** our teacher.
3. a - **We'd like to encourage** more people around the world to help our planet.
4. b - We can recycle paper waste **to save** the forest.
5. f - **The pupils of our school** created eco bags.
6. d - **I heard about** green energy at school and told my parents about it.

#### SPEAKING

Interaction Pattern: Group

Time: 15 mins

C21 Tags: Creativity, Collaboration, Communication

1. In groups of four, learners look at the different emojis and work together to find the right word to describe them. There isn't a single right answer for every emoji.

Possible answer key: 1. excited; 2. tired; 3. worried; 4. proud; 5. happy; 6. sad.

2. Then, ask learners how nature makes them feel and elicit that people have different views, responses and priorities. Read out the example answers and elicit whether any learners agree or have other answers. Then put learners into groups of four and have them discuss the two questions and take notes.

Learners then present their answers to the class and find the most common answers. This will help to explain how important nature is to people in many different ways and what skills they can use to help nature in their area. Remind them of the students in the video as inspiration. Also, elicit and suggest other ideas as a class that are suitable to their context.

## WRITING

Interaction Pattern: Group/Individual

Time: 30 min

C21 Tags: Critical thinking, Creativity, Collaboration, Communication, Leadership and responsibility

Learners remain in their groups of four for this activity. Ask them to think about the things that make them feel angry or frustrated from the Speaking activity. Then ask if any of these are environmental problems such as litter on the streets and in parks, really hot or cold classrooms or a lot of traffic on the way to school.

Have them identify one environmental problem and think of a solution, or response. You can suggest the following to help with ideas:

1. food available in the shops and food waste (**SDG 2** zero hunger)
2. the things they learn about in class (**SDG 4** quality education)
3. clean water available in taps around the school or town (**SDG 6** clean water and sanitation)
4. pollution from factories and vehicles (**SDG 7** affordable and clean energy)
5. making sure people/parents buy only what they need in the supermarket and shops (**SDG 12** responsible consumption and production)

Then read through the titles in the two tables and have each group plan their solution using the questions.

Now show and read out the Proposal Guide and elicit which questions from Part 1 fit into each section of the proposal. This will help them organise their proposal. Read through the proposal template and remind learners of the Useful Phrases in Activity 3. Have them write a proposal individually using the group notes. This can be done in class or as homework. Groups can compare their written proposals with their group to find the similarities and differences.

## 4. CLIL Project

### Script an Environment Video

Time Required: 3 lessons

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Learners are now going to plan their own environment video. Like the Ukrainian children did in their video, they are going to show their feelings about the environment, **and** the actions they take to make things better.

In groups learners brainstorm some actions they take at school to help protect the environment. They should think about the following areas: waste management, energy saving, water usage, food and finally, animal and plant life.

Next, they are going to prepare a script for the video. First, they should decide on the locations for each part of the video and the images they are going to use. Suggest they take pictures of the different elements and places they want to include in the video. Then, they should decide what they want to say and who is going to say it.

Finally, they must put together a written script including all of this information. If they have the means at their disposal, they can finish up by recording the video. If they do not, they can present their script to the rest of the class.

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**Subject tags:**

Science, ICT, Citizenship

**C21 tags:**

Collaboration, Communication, Digital Literacy,  
Leadership and Responsibility