BRITISH COUNCIL

The Climate Connection

Lesson plan

A green classroom

Online lesson plan

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

CEFR level A1 and above

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A green classroom

Topic

A green classroom

Outcomes

- To raise awareness of sustainability issues
- To review and learn vocabulary related to the classroom
- To develop creativity and critical thinking
- To promote communication and collaborative skills
- To develop speaking and visual literacy skills

Age group and level

Primary learners aged 6–8 years at CEFR A1 level and above

Time

75 minutes approximately

Materials

The teacher will need:

- the accompanying class PowerPoint or PDF
- link to song (see optional stage).

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. This is followed by a photo-based activity to recycle vocabulary related to classrooms. 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.

Procedure

Before the class	Before you start the lesson: • Check your microphone and camera to make sure they work. • Make sure that you have the accompanying PowerPoint open and shared. • Set up the audio and check that it is working. • Prepare the link to the song for the optional task.
At the start of the lesson *Slide 1 of the online classroom PDF*	Welcome the learners as they arrive. • Check that they can all hear and see each other. • Check that they can see the first slide. • Check that they can hear you. • 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. Tips! • Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as to say what they've done that week. • 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.
1. Warmer (5 minutes)	Display slide 2 of the class PowerPoint or PDF • Ask learners to think about the word that the letters spell. • Then ask them to share their ideas. This can be done in a number of ways, depending on class size, for example sharing their ideas in the chat box, using their microphones to speak one at a time. Answer: *classroom* • Explain that in today's lesson you are going to talk about classrooms.
2. Vocabulary (10 minutes)	• The purpose of these slides is to recycle classroom vocabulary and teach any new vocabulary that comes up.

	• Display slides 3–7 of the class PowerPoint or PDF in turn, starting with the instruction slide (3) so that learners understand what they are expected to do. Ask learners to look and say what they can see. They should say, 'There's a (window)' or 'There are some (books).' 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.
3. Vocabulary summary (5 minutes)	• Display slide 8 of the class PowerPoint or PDF and read the words aloud. Learners listen and repeat. Do the same with the words on slide 9. • You might like to invite individual learners to say the words aloud using their microphones. This will depend on the size of your class
4. Comparing classrooms (10 minutes)	• The purpose of these slides is to get learners thinking about their own classrooms by comparing them with the classrooms in the photos. • Display slides 10 and 11 of the class PowerPoint or PDF to model the language you want the learners to use. Draw attention to the underlined words. • Then display slides 12–14 of the class PowerPoint or PDF. These are the same photos that learners saw earlier, so they should be equipped with the vocabulary they need to make comparisons. This can be done in a number of ways, depending on class size, for example by sharing their ideas in the chat box or using their microphones to speak one at a time.
5. Discussion and recycling vocabulary (5 minutes)	• Display slide 15 of the class PowerPoint or PDF 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. • Then display slides 16 and 17 in turn and ask learners to look and say what they can see, as they did with the photographs. The purpose of this stage is to make sure learners have all the necessary vocabulary for the next stage of the lesson.
6. Find 8 differences (10 minutes)	• Display slide 18 of the class PowerPoint or PDF and explain that you are going to show the two pictures again, side by side. Learners have to find eight differences. • Display slide 19 of the class PowerPoint or PDF. 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. Suggested answers: • In classroom A there is one bin, but in classroom B there are three bins. • In classroom B there is a bicycle outside the window. • In classroom A there is a carton of juice with a straw, but in classroom B there is a reusable water bottle. • In classroom A the sandwich was in a plastic bag, but in classroom B it is on paper. • In classroom B there is a sign on the wall. It says, 'Turn off the light'. • In classroom B there is a sign on the bookcase. It says, 'Books for sharing'. • In classroom A there is one plant, but in classroom B there are two plants. • In classroom B there is a box for used/recycled paper. • Display slide 20 of the class PowerPoint or PDF. Ask learners to say which class is greener, and why. This is useful to consolidate some of the language they have been using.
7. Discussion (5 minutes)	• Display slides 21–25 of the class PowerPoint or PDF one at a time and give learners time to think and share their ideas. This stage of the lesson prepares learners for the ideas and language they need to make their posters.
8. Class vote (3 minutes)	• Display slide 26 of the class PowerPoint or PDF and have a class vote using a poll or by asking learners to write 'A' or 'B' in the chat box and then counting their votes. • 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.
9. Preparing a poster (5 minutes)	• Display slide 27 of the class PowerPoint or PDF. 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. Suggestions:

	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. 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.
10. Extension: Make a poster	• 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.
11. Optional task	• Play this song called 'Do your best' from LearnEnglish Kids for learners to listen 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: https://learnenglishkids.britishcouncil.org/songs/do-your-best • 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
12. At the end of the lesson	• Praise the learners for their participation and work and tell them you're looking forward to seeing them again in the next lesson. • Make sure they know how to exit the platform, and wait until they all leave before leaving yourself.

Contributed by

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