

Topic

Mother Earth Day: 22 April

Aims

- To think about the things Earth gives us
- To develop children's ability to brainstorm and express and share their ideas
- To practise simple science and nature vocabulary
- To give children the opportunity to make their own Earth Day posters
- To present their ideas to their classmates
- To use the present simple to describe facts

Age group

Young learners aged 6–8 years

Level

A1

Time

50–60 minutes

Materials

Celebrating Mother Earth Day worksheet (to project onto the board or 1 per group)
If making posters: coloured card or paper, white paper, pencils, pens or crayons for colouring, scissors
(optional: pictures to collage and glue)
LearnEnglish Kids website (see links below)

Introduction

In this lesson, children learn about the United Nation's Mother Earth Day, celebrated on 22 April each year. Students brainstorm ideas about the things our planet gives us and make their own drawings with text or posters to share their ideas.

Procedure

Before the lesson	<p>If students are going to be brainstorming in groups, download and make a copy of the worksheet for each group. If you are going to do the activity as a class and have a projector or interactive whiteboard, project the image of Mother Earth onto the board. Students can make their own Mother Earth mind maps in their notebooks. If making a poster, have the materials ready. If you wish to include any of the follow-up activities, go to the LearnEnglish Kids pages linked in the Extension activities section below.</p>
1. Warmer (5 minutes)	<p>Introduce the topic by asking, <i>Why do we call our planet Mother Earth?</i> Answer: <i>We come from Earth and get everything we need from her. We are designed to live here, which is why we have our five senses which help us to be able to eat and make things from all that the Earth provides.</i></p> <p>Project the image of Mother Earth onto the board or give each group of students a picture for the brainstorming activity.</p>
2. (10–15 minutes)	<p>Students look at the picture and tell you what they can see. Answers include <i>air, water (rain, river, sea), plants (forests, trees, fruit, flowers, crops), mountains (snow), animals (birds, fish, pets, cows, insects)</i> and the face of Mother Earth (<i>eyes, ears, nose, mouth</i>; we have our senses because we were born here and need them to survive).</p> <p>If teaching very young children who are just learning to write, make sure to choose simple language for the box fill: <i>fish, trees, water, air ...</i></p> <p>After brainstorming some ideas, write the children's answers in the text boxes around the image of Mother Earth. All ideas are acceptable, e.g. <i>trees, apples, animals, air, water, mountains</i>, etc.</p> <p>With older classes, you could encourage students to organise their ideas into categories, e.g. <i>air, water, food, clothes, houses, keeping warm, our senses, beautiful things</i>; in this case, students write examples around each category.</p> <p>This graphic organiser is an example of a mind map and can be used for other topics as a way to encourage children to come up with their own ideas.</p>
3. (5–10 minutes)	<p>Give each group a piece of paper. Ask them to decide what they want to draw on their Earth Day poster. (If you wish to do this as an individual activity, students could draw the Earth in their notebooks, writing the words around their pictures.)</p> <p>As the vocabulary will differ from group to group, you will probably need to write the vocabulary they come up with on the board for children to copy.</p> <p>Encourage the children to use their imagination: <i>Rainbows! Yes, that's a lovely idea. I see you have lots of ants on your Earth; it's true there are lots of ants on our planet! Yes, and volcanoes too!</i></p> <p>Give students a time limit for this drafting stage before handing out the materials to make their Earth Day posters.</p>
4. (20–30 minutes)	<p>In groups, students cut out a circle from coloured paper to paste on a piece of larger paper. Students take turns drawing and colouring pictures, while others write the title and words on white paper to glue around their picture of Earth. If making collages,</p>

	<p>have some magazines, glue and scissors on hand for children to add cut-out photos and pictures to their posters.</p> <p>Groups who finish early can practise presenting their poster to the class.</p>
5. (10–15 minutes)	<p>Model the language for the presentations. Language will be varied, but it will help if students hear you speak first. Use the Mother Earth worksheet to say the following sentences (for example): <i>Our Earth gives us air to breathe. It (She) gives us plants and fruit to eat. She gives us water to drink. She gives us beautiful flowers too!</i></p> <p>In groups, students present their posters to the class.</p>
6. Extension activities	<p>Display the posters on the classroom wall or in corridors.</p> <p>Revise and extend the topic, using the following activities from the LearnEnglish Kids website:</p> <p>Use these flashcards to extend children’s nature vocabulary (they could also be used to give students ideas for their posters): http://learnenglishkids.britishcouncil.org/flashcards/nature-flashcards</p> <p><i>The Story of Planet Earth</i> shows how we are polluting the Earth and gives ideas for living on a green planet: http://learnenglishkids.britishcouncil.org/short-stories/planet-earth</p> <p>Song: <i>It’s up to me and you</i> provides ideas for being green: http://learnenglishkids.britishcouncil.org/songs/its-up-me-and-you</p> <p>Song: <i>The ballad of Lisa the lemur</i> is about how we all need a place to live and how our Earth provides habitats for different kinds of animals: http://learnenglishkids.britishcouncil.org/songs/the-ballad-lisa-the-lemur</p>

Contributed by

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