Sustainability Module - Week 1 - Green Solutions
Language Components or Skills

- Speaking
- Listening
- Reading
- Writing
- Metacognition

Learning Goals

- Identify and express how technology contributes to solving environmental issues.
- Create a brochure illustrating the positive impact of a green technology.

Vocabulary

- Environment
- Habitat
- Creatures
- Ecosystem
- Clouds
- Plants
- Animals
- Ozone layer
- Gas emissions
- Pollution

- Smog
- We need animals and plants.
- We need air.
- We need water.
- What can we do to save the planet?
- How to take care of the environment?
- We can save electricity.
- We can save water.
- We can reuse plastic bags.
- Going green

Resources for the Week

- Audio: Care of Habitat and Environment
- Video: The Wind Power
- Vocabulary Flashcards
- Worksheet for Brochure Drafting

Possible Challenges for Students
Challenge:
Some students may struggle with the vocabulary related to environmental topics.
Recommendation:
Introduce vocabulary using visual aids and real-life examples to support understanding.
Challenge:
Students may find it challenging to work collaboratively to design eco-solutions.
Recommendation:
Provide clear instructions and examples of successful collaborations.
Informal Assessment

Assessment Tips:

- Observe participation in discussions and vocabulary application.
- Monitor group collaboration and problem-solving approaches.

Look Fors:

- Correct usage of environmental vocabulary.
- Ability to express ideas clearly in pairs or groups.

References
British Council resources
Post-physical Exercise
Description:
In pairs, students stretch and share what their favorite sport or physical activity is and why.
Time (aprox.):
5 minutes
Type of Interaction:
Pairs
Language Components or Skills:

- Speaking
- Listening

resources:

- ECO KIDS: Los cien brazos del Inmortal, una justa causa (Segmento STORYTELLING)

Source:
teacher
Step-by-step:

- Organize students into pairs and instruct them to take turns stretching.
- Ask them to share their favorite sports or physical activities with their partners.
- Encourage the use of simple English phrases like 'I like football because...', supporting language needs.

Recommendations for different English Levels:

- Use visual tools to support vocabulary recognition.

Audio Introduction to Environment
Description:
Listen to the audio about the care of habitat and environment. Discuss what they understood and introduce related vocabulary.
Time (aprox.):
20 minutes
Type of Interaction:
Whole class
Language Components or Skills:

- Listening
- Vocabulary

Resources for the Activity:

- Audio: Eco Kids Segment

resources:

- ECO KIDS: Los cien brazos del Inmortal, una justa causa (Segmento STORYTELLING)

Source:
Banco de Recursos BC
Step-by-step:

- Play the audio for the students to listen to.
- Pause occasionally to discuss key points with the whole class.
- Introduce relevant vocabulary using pictures or flashcards.

Recommendations for different English Levels:

- For lower levels, focus on fewer key vocabulary items at a time.

Wind Power as An Environmental Solution
Description:
Show a short video on The Wind Power. Discuss in pairs the questions: What is wind power? How do

wind turbines work? Why is wind power good for the earth?
Time (aprox.):
40 minutes
Type of Interaction:
Pair work
Language Components or Skills:

- Speaking
- Reading

Resources for the Activity:

- Video: Wind Power Intro

Source:
teacher
Step-by-step:

- Introduce the video and explain its relevance to today's topic.
- Play the video, instructing students to note intriguing points.
- Pause for pair discussions after each video segment.

Recommendations for different English Levels:

- Provide sentence starters for discussions for A1 students.

Reflecting on Wind Power
Description:
In a circle, share one new learned fact about wind power or the environment and discuss its importance.
Time (aprox.):
10 minutes
Type of Interaction:
Whole class
Language Components or Skills:

- Speaking
- Metacognition

Source:

teacher
Step-by-step:

- Arrange students in a circle and invite volunteers to start sharing.
- Support students with guiding questions if they struggle.
- Facilitate an open discussion on how the facts learned could impact their actions.

Recommendations for different English Levels:

- Encourage peer support and offer phrase templates for beginner levels.

Wind Power as An Environmental Solution
Description:
In groups, students research an article on wind power's impact on the environment and summarize their findings.
Time (aprox.):
10 minutes
Type of Interaction:
Group
Language Components or Skills:

- Reading
- Writing

Source:
teacher
Step-by-step:

- Provide each group with a short, accessible article on wind power.
- Ask each group to read and identify key points about its environmental benefits.
- Instruct groups to prepare a brief summary to present the next day.

Recommendations for different English Levels:

- For A1.1, offer highlighted sections to focus on key points.

Morning Round of Gratitude

Description:
Each student takes turns to mention something in nature they are thankful for and why.
Time (aprox.):
5 minutes
Type of Interaction:
Whole class
Language Components or Skills:

- Speaking
- Listening

Source:
teacher
Step-by-step:

- Begin with a simple example, 'I am thankful for trees because they give us oxygen.'
- Encourage each student to share in turn.
- Provide help with vocabulary and phrasing as needed, using sentence starters.

Recommendations for different English Levels:

- Use examples relevant to students' daily experiences.

Exploring Environmental Vocabulary
Description:
Introduce key environmental vocabulary. Use a TV to display images relating to each word. Encourage repetition and description.
Time (aprox.):
25 minutes
Type of Interaction:
Whole class
Language Components or Skills:

- Vocabulary
- Listening

Resources for the Activity:

- TV Screen for Image Display

Source:
teacher
Step-by-step:

- Present each key word with an image on the screen.
- Ask students to repeat the word and discuss its meaning.
- Encourage using sentences like 'This is an ecosystem.'

Recommendations for different English Levels:

- Include visual aids and familiar examples to anchor vocabulary learning.

Creating Brochure Content
Description:
In pairs, create a draft brochure. Write simple sentences about how wind turbines help the environment, using learned vocabulary.
Time (aprox.):
45 minutes
Type of Interaction:
Pair work
Language Components or Skills:

- Writing
- Reading

Resources for the Activity:

- Brochure Draft Worksheet

Source:
teacher
Step-by-step:

- Organize students into pairs and hand out the worksheet.
- Guide them to brainstorm ideas and draft sentences.
- Encourage them to exchange drafts and provide feedback.

Recommendations for different English Levels:

- Offer scaffolding tools, like sentence frames, to support writing.

What Did We Learn?
Description:
Share changes made to drafts based on feedback. Discuss the value of collaboration in refining ideas.
Time (aprox.):
10 minutes
Type of Interaction:
Whole class
Language Components or Skills:

- Speaking
- Critical Thinking

Source:
teacher
Step-by-step:

- Invite each pair to share modifications based on peer feedback.
- Facilitate a discussion on the benefits of collaboration.
- Highlight examples of improved sentences or ideas.

Recommendations for different English Levels:

- Encourage reflective thinking about the drafting process.

How Wind Turbines Help the Environment
Description:
Each group uses vocabulary and key concepts to present arguments about the benefits of wind turbines.
Time (aprox.):
10 minutes
Type of Interaction:
Group
Language Components or Skills:

- Speaking

- Listening

Source:
teacher
Step-by-step:

- Review vocabulary related to wind turbines as a class.
- Instruct groups to create a mind map listing benefits using key vocabulary.
- Allow groups to present their mind maps, focusing on clear articulation of ideas.

Recommendations for different English Levels:

- For A1.1, encourage simple structures to express ideas.

Nature Mime
Description:
In pairs, one student mimes a natural element like wind or a tree, and the other guesses what it is.
Time (aprox.):
5 minutes
Type of Interaction:
Pairs
Language Components or Skills:

- Speaking
- Listening

Source:
teacher
Step-by-step:

- Instruct students to decide roles: miming or guessing first.
- Provide examples and demonstrate a simple mime like a bird flying.
- Encourage pairs to engage enthusiastically, supporting language with gestures.

Recommendations for different English Levels:

- For beginners, use vocabulary cards as hints.

Review: Environmental Questions
Description:
Revise WH questions related to the environment: How do we care for it? What can we save? Stimulate thought with possible solutions.
Time (aprox.):
20 minutes
Type of Interaction:
Whole class
Language Components or Skills:

- Listening
- Speaking

Resources for the Activity:

- Visual Aid for WH Questions

resources:

- ECO_KIDS_Tem2_Capsula 5 segmentos_4_CHALLENGE

Source:
Banco de Recursos BC
Step-by-step:

- Review WH question structuring using examples.
- Present different environmental scenarios and ask specific questions.
- Invite students to propose ideas for the questions posed, emphasizing vocabulary use.

Recommendations for different English Levels:

- Use visual prompts to remind and engage students.

Designing Eco-Solution
Description:
In groups, design an original tech solution to an environmental problem. Use a worksheet for concept sketching and discussion.
Time (aprox.):
50 minutes
Type of Interaction:

Group work
Language Components or Skills:

- Speaking
- Writing
- Creativity

Resources for the Activity:

- Worksheet: Eco-Solution Design

Source:
teacher
Step-by-step:

- Divide the class into small groups and provide the worksheet.
- Guide brainstorming sessions on current environmental issues.
- Facilitate sketching of solutions and group discussions using target vocabulary.

Recommendations for different English Levels:

- Assist with vocabulary and conceptualization if needed.

Gallery Walk
Description:
Conduct a gallery walk where students present their eco-solutions to the class. Encourage vocabulary related to environment and sustainability.
Time (aprox.):
15 minutes
Type of Interaction:
Whole class
Language Components or Skills:

- Speaking
- Listening

Source:

teacher
Step-by-step:

- Arrange students' sketches around the room for the walk.
- Encourage groups to explain their solutions in English using target vocabulary.
- Prompt listeners to ask any relevant questions to presenters.

Recommendations for different English Levels:

- Highlight innovation and effective communication.

Original Tech Solution to an Environmental Problem
Description:
Each group debates the feasibility of their proposed solution using points discussed during the week.
Time (aprox.):
10 minutes
Type of Interaction:
Group
Language Components or Skills:

- Speaking
- Critical Thinking

Source:
teacher
Step-by-step:

- Facilitate a brief overview of the group's original solutions.
- Encourage verbal defense of their ideas, backed by research and vocabulary learned.
- Guide the groups to consider practicality, cost, and impact in their debates.

Recommendations for different English Levels:

- Help A1.1 students structure arguments with basic sentence frameworks.