

HOW CAN WE PROTECT OUR PLANET?



Target learners

Intermediate (B1-B2)



Duration

60 - 90 minutes



Preparation

Students' Worksheet
Padlet app
A3 Paper

LESSON OBJECTIVES

At the end of this lesson, students will be able to:

- Acquire new vocabulary about environmental issues
- Understand key issues and human impact on the planet
- Raise awareness about environmental protection in their communities
- Find out ways to protect the planet
- Enhance speaking skills through group discussions and presentations

STAGE

DESCRIPTIONS

Suggested teacher's activities

The purpose of this section is for students to guess and get engaged with the topic of the lesson.

- Prior to watching the video, sets the tasks for students:
*"Watch the video and tell me what the video is about.
 What can you see in the video?"*
- Plays the video and elicits students' answers.
- Has students discuss the topic of the lesson and goes through the lesson goals.
- Replays the video and asks students to identify and list as many environmental issues from the video as they can.
- Has students work with their friends to compare their answers and list out any other environmental issues. Gives points for any new issues raised.

Answer key

(Students' answers vary.)

The purpose of this section is for student to explore the topic of the lesson with the passage provided. *(The passage in the Students' Worksheet is generated by ChatGPT.)*

- Has students skim the passage and identify the 4 main issues that are mentioned.
- Has students read the passage and match the words with the provided definitions.
- Has students explain their answers.
- Conducts pronunciation drills and then a concept check to ensure that students understand all the words.

Answer key

a. (in any order)

- ice melting
- deforestation
- emissions
- overfishing

b.

- 1.ice melting
- 2.emissions
- 3.overfishing
- 4.deforestation

c.

4. polar regions
8. ecosystem
2. absorb
6. consequence
7. deplete
5. imbalance
3. livelihood
1. habitat



A. Engage

10 - 15 minutes



Scan to play
the video



B. Explore

10 - 20 minutes

Suggested
technology tools



ChatGPT

STAGE

DESCRIPTIONS

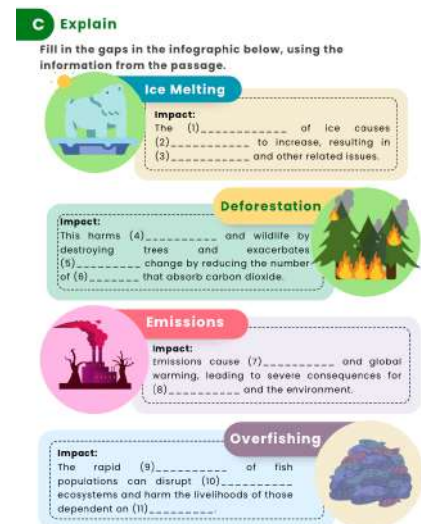
Suggested teacher's activities

The purpose of this section is for teacher to explain the concepts more (if any).

- Presents the infographic from the Students' Worksheet.
- Asks students to read the passage and write the missing words in the gaps.
- Has students present and explain their works.
- Checks and gives the correct answers.
- Has students explain the human activities that cause environmental issues and their corresponding impacts, using the infographic.

Answer key

- | | |
|---------------|------------------|
| 1. melting | 7. air pollution |
| 2. sea levels | 8. human health |
| 3. flooding | 9. depletion |
| 4. ecosystems | 10. marine |
| 5. climate | 11. fishing |
| 6. trees | |



The purpose of this section is for student elaborate on what they have learned about the topic of the lesson.

- Divides the class into 4 groups and assigns each group a specific environmental issue.
- Asks the groups to come up with solutions for their assigned issues. *(Students can use Padlet, digital whiteboard or A3 paper to present their ideas)*
- Each group presents their work to the class.

Answer key

(Students' answers vary.)



C. Explain

10 - 15 minutes



D. Elaborate

15 - 20 minutes

Suggested technology tool



Padlet

STAGE

DESCRIPTIONS

Suggested teacher's activities



E. Evaluate

15 - 20 minutes

Suggested
technology tool



Padlet

The purpose of this section is for students to self-evaluate on what they have learned and apply it in real-life situations.

- Provides feedback on the presentations, including both positive aspects and areas for improvement.
- Task a: Encourages students to reflect on what they've learned and discuss the importance of individual and collective action to protect the environment.
- Task b: Elicits the quote, has students work in pairs or groups to share their answer. Uses Padlet to collect students' ideas.

Note: Teacher can choose Task a, Task b, or both, based on time or student preferences.

- Task c: Gives students some time to think and check the list. They can add their own. Then has them talk with their friends about (suggested ideas):
 - what they like best in today's lesson
 - what they are surprised about
 - what they want to know more about environmental issues
 - one thing they will do for the environment after this lesson.

Answer key

a. (Students' answers vary.)

b. (Students' answers vary.)

c. (Students' answers vary.)