

CEFR
B1.3

TEACHER GUIDE 7

How green are you?

This guide was created for high school teachers who are part of the District Education Office. You will find activities to implement in and out the classroom with your students. This guide consists of six sections as well as the **Student Unit**:

LET the ADVENTURE Begin! Opening activity that familiarizes the student with the topic to work on.

Let's Get READY Preparation activity in which mainly vocabulary related to the topic is introduced.


HANDS On 1 First practice exercises in which the student performs guided mechanical production activities based on the two previous steps. In this section, the necessary structure for the production processes is generally worked on.

HANDS On 2 Second practice exercises in which the student integrates the process carried out with the vocabulary and structures to generate longer communicative productions, generally oriented towards oral and written textual production.

Let's CHECK! Consolidation task in which the student uses the information learned during the object to generate products based on their context and experience.

My LEARNING Progress Formative assessment in which students review how much they have learnt and can apply.

Each section in this guide is explained through four simple icons that allow you to make pedagogical and effective use of the material developed by the student in **the Learning Object**:

 **1. Activity Procedure:** this icon indicates the description of the steps for the development of the task in the Student Learning Object. When you see it, you will have an idea of what the student is required to do in the activity.



2. Length: indicates the estimated time to carry out the activity or activities within each of the sections.










3. Extra Activity: when you see this icon, you can find didactic suggestions to complement the dynamics of this exercise.



4. Tips: this icon presents procedural suggestions to complete or extend the procedure of the previous activities.



5. Critical thinking: when you see this icon, you can find questions and statements to promote reflection, evaluation and socialization of students in class.

FOCUS			SKILL			
Grammar	Vocabulary	Functions	Reading	Listening	Speaking	Writing
						

This material has many practical, simple and easy-to-use tools that seek to help you in your daily work. We encourage you to use this useful resource.

Suggested Curriculum
Module 3
Grade 6th
Sustainability

FOCUS



SKILLS



Learning Object 7 allows the consolidation of students' learning performance indicators for **Module 1, 11th grade**, of the English Suggested Curriculum, as shown below.

Performance indicators:

1. Identifies specific information about a topic of interest in oral and written texts.
2. Supports points of view orally and in writing, about topics of general interest, using expressions and structures studied.
3. Is interested in the common good.

NOTE: This Learning Object can be used at the beginning of the academic term as an introduction to the topic of Sustainability and Environmental Practices. We recommend teachers to review and adapt the vocabulary and other pertinent aspects according to the Basic Learning Rights (or DBA.)

LEARNING APPROACH: Problem-Based Learning

OBJECTIVE(S):

At the end of this lesson, you will be able to list, analyze and evaluate the habits you and the people around you have when it comes to dealing with the environment. *Are our practices green? How can you make them even better?*

LET'S GET STARTED!

IN THIS SESSION YOU WILL LEARN:

Words about the practices that protect and endanger the environment, and some quantifiers: **Everyone, degradation, Collapse, proliferation, Landfill, Renewable.**

How to **analyze information found in articles on environmental protection.**

How to **create a podcast to raise awareness on environmental protection.**

Basic Learning Rights (BLR): Eleventh Grade

1. Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation.
2. Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience.

LOTS /
HOTS

Remember

Understand

Apply

Analyze

Evaluate

Create

LET the **ADVENTURE** Begin!



Activity Procedure: in the first activities of this section students are required to reflect upon how green they are and are asked to take a survey to get the answer.



Length:
15 minutes.

A. Activity 1: students start by taking a survey on how green they are. Students have to answer questions related to some actions they have done in the last two weeks. They also have to ask other people and check for every affirmative answer.



Activity 1: Let's take a survey! Answer the questions first, and then ask the same to at least eight other people.

How green are you?

Questions	Your Answers (Check (✓) for every Yes)	Others' answers (Check (✓) for every Yes)
1. Have you travelled into town by car or taxi in the last two weeks?		
2. Have you bought organic fruit or vegetables in the last two weeks?		
3. Have you used public transportation in the last two weeks?		
4. Have you separated your plastic and organic waste at home in the last week?		

- | | | |
|--|--|--|
| 5. Have you recycled paper in the last two weeks? | | |
| 6. Have you bought fast food in a styrofoam or plastic container in the past two weeks? | | |
| 7. Have you paid more for something because it was environmentally friendly in the last two weeks? | | |
| 8. Have you re-used shopping bags in the last two weeks? two weeks? | | |



B. Activity 2: students are required to share their findings with the rest of the group and determine if most of them are green.



Activity 2: Count how many people said yes and no for each question, and then share your findings with the rest of the group. Are the majority of the people green?

Extra Activity: if this is a face-to-face class, ask students to talk about the actions with less checks and reflect upon the importance of the actions mentioned in the survey.



Tip: if the group has a large number of students, to avoid the mess of students going around back and forth running the survey, you can ask students to rearrange their chairs together so they can have smaller conversation circles without going all over the classroom.

Critical Thinking: do this activity if you are with the group virtually or in person. Ask the students to re-read the questions in the survey and think about the benefits of including these actions as part of their daily routine.



Let's Get **READY**




Activity Procedure: students learn how to report on the results of the survey. They will be asked to use expressions.

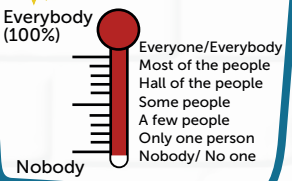


Length:
15 minutes.

C. Activity 3: students are required to read the language box provided in the activity and write their reports using the words from the box .

 **Activity 3:** Let's report on the results of the survey. Look at the language box to see how to express the quantities of your survey analysis:

LANGUAGE BOX
Quantifiers




Everybody (100%)
Everyone/Everybody
Most of the people
Hall of the people
Some people
A few people
Only one person
Nobody/ No one
Nobody

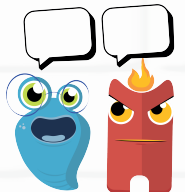
GLASS Use this information to report what you found in your survey.

Example: The results of the survey show that most of the people have re-used their shopping bags in the last two weeks, but only one person has paid more for a product because it was environmentally friendly.

Your report: _____



Extra Activity: to expand on the extra activity from the previous section, ask students to describe their neighbor's daily routines and identify which ones are green and which ones are not.



Tip: you can ask students to take turns to share their answers, first in pairs, and then in groups. To close this activity, you can ask each group to select one person to present to the rest of the class a summary of what they discuss.

Critical Thinking: tell students to think about the importance of working as a community to protect the environment and how their own actions and their neighbors' action can have a positive or negative effect on the community in general.



HANDS ON 1



Activity Procedure: in this section, students read an article about the dangers our planet is facing and are introduced to this topic-specific vocabulary.




Length:
30 minutes.

D. Activity 4: for this activity, students are asked to take a look about some important words in context. Students play a game on [this website](https://sites.google.com/view/beinggreen/home) to identify key vocabulary for the article they are about to read by matching the definitions with the correct words. They can play the game as many times as they need. After students select a word, they are presented with an example to understand the meaning of the word in context. Students find the following words: *proliferation, landfill, collapse, crisis, degradation, overpopulation.* (<https://sites.google.com/view/beinggreen/home>)



Activity 4: before you read the article below, let's take a look at some important words in context. How much do you know about the dangers our environment is facing? Play a game on this website (<https://sites.google.com/view/beinggreen/home>) so you can understand the most crucial vocabulary for this lesson.

E. Activity 5: students read an article called Dangers facing our planet. While they read, they have to select the best titles for each paragraph.



Activity 5: read the following article. Environmental scientist Cole Minard describes different problems the Earth is facing now, which are causing the environment to deteriorate gradually, but surely. While you read, from the Title Box, select the best title for each paragraph.

Title Box:

- A. Energy crisis
- B. Water degradation
- C. Proliferation of weapons of mass destruction
- D. Overpopulation
- E. Pollution/Landfills
- F. Ocean system collapse
- G. Extreme weather

Dangers facing our planet

In the following lines, I will describe some serious problems our planet is facing. These problems are causing terrible effects on our environment, and we need to find ways to slow the deterioration down, or there will be no planet left for our children.

1. _____ Many different countries have nuclear, biological and chemical weapons with the intention of fighting terrorism, but the possible effects of using them would be terrible for our planet, causing a "Nuclear winter." Some countries have alliances to decrease the number of weapons they have, but some other countries with great arsenals have gotten out of those alliances, becoming a serious danger to our ecosystems.

2. idea of "Reduce - Reuse - Recycle", but pollution is still a problem. Chemicals go into the soil in landfills, which are large areas where cities throw away their garbage. Also, TVs and cellphones are commercialized and become obsolete very quickly, the old devices become a terrible source of chemicals being thrown into the environment. Also, cities are causing light pollution, and nuclear power plants are causing a lot of dangerous, radioactive waste.


3. _____ Because of problems like excessive fishing, chemicals dumped in the oceans and similar factors, the world's oceans are in danger. If the Ocean systems collapse, thousands of animal species will become extinct, the balance between oxygen and carbon dioxide of our atmosphere will also be broken, causing life on the entire planet to be in serious danger.

4. _____ Humans depend a lot on fossil fuels for energy, but scientists believe that oil deposits are almost entirely empty. The question of how we will face that crisis is not answered yet. There are lots of political and economic interests involved, and that has caused the transition to sustainable energy sources to be difficult, since governments and economic powers are not moving away from fossil fuels easily. If we don't make that transition to solar power, wind power or other renewable sources of energy, the upcoming crisis may be terrible.

5. _____ Because of overpopulation, contamination, and other factors, many people are living in areas in which they do not have easy access to clean water.


6. _____ As a result of human gas emissions, the weather has become dangerous and unpredictable. The consequences we have observed until now are rising temperatures, drought (difficulty to find water), a degradation of air quality, humans having to leave their homes looking for food and water, diminishing natural resources and melting icebergs. This has also caused a growth in the number and intensity of forest fires and tornados.

7. _____ We are too many now. Our cities are growing and there is a direct relation between that growth and the reduction of resources. Biodiversity is dying, animal habitats are being destroyed to give way to the expanding urban centers where we live. In the last 70 years, the human population has grown from 2.5 billion to 7 billion people. Humans are now living longer lives because of the advance in medicine, but that means more people consuming resources in an accelerated way, faster than the planet can renew its resources.




The answers for this activity are: 1. C 2. E 3. F 4. A 5. B 6. G 7. D


F. Activity 6: after reading, students are given two examples from huge billboards and are asked to create other two representing one of the problems expert Cole Minard shows in the article.




Activity 6: after reading: remember those huge billboards with ads on the streets? Create two of them with an image and a short text. In each you will represent one of the problems our expert Cole Minard presented in his text. On the side, write a short text explaining your billboard. Look at two examples.




This billboard refers to the problem of a virus like COVID-19. Humans are not immune to it, so it is important to wear masks.



This billboard refers to the problem of fossil fuels and the possible energy crisis. We need to start changing to renewable energy sources.

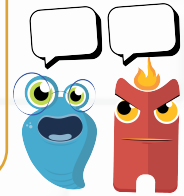


1.



2.

Extra Activity: ask the class to share their billboards. Tell students they are going to choose the most creative billboards. Whether the session is virtual or face-to-face, tell students to share their screen or paste their billboards around the classroom. They will have to give one or two stars depending on how much they like the billboard.



Tip: this might be a great opportunity to have students provide positive feedback to their classmates. They can use the two-stars and a wish strategy, where they say two things they like about the billboard and one thing they suggest can be improved.

Critical Thinking: the article presents 7 major dangers our planet is facing. Ask students to choose one and think about a possible solution to prevent that problem.



HANDS ON 2

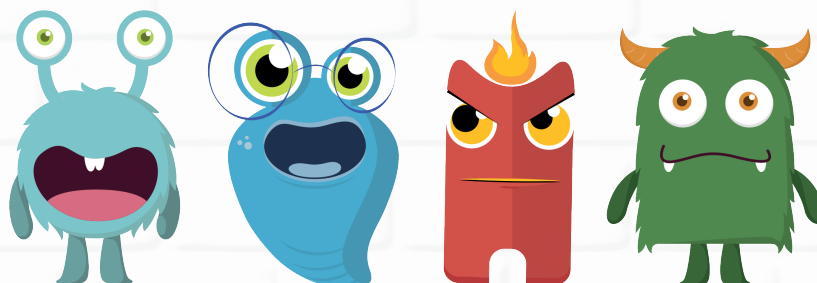


Activity Procedure: this section starts by inviting students to take action to help our planet. Students have to write a report and share it.



Length:
30 minutes.

G. Activity 7: students select one of the problems professor Cole Minard presented in his article and write a report with information about the causes of the problem, its impact and possible solutions.





Activity 7: select one of the problems professor Cole Minard explained to us and create a short report about it in which you include:

- Information about what is causing the problem.
- The consequences it is causing.
- Possible solutions.

My report about... (Name of the problem)

What is causing this problem? _____

What consequences is it causing? _____

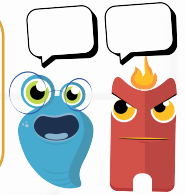
What are some possible solutions? _____

H. Activity 8: to close this section, students should share their reports with their family and find out if they think this problem is important.



Activity 8: share your report. Do the people in your family feel that this problem is important?

Extra Activity: one of the most common problems is that people are not aware of the dramatic climate change our planet is facing. You can ask students to talk to their families about possible solutions in their reports.



Tip: this exercise promotes 21st Century Skills: creativity and curiosity. You can expand on by approaching the [Suggested English Curriculum](#).

Let's **CHECK!**

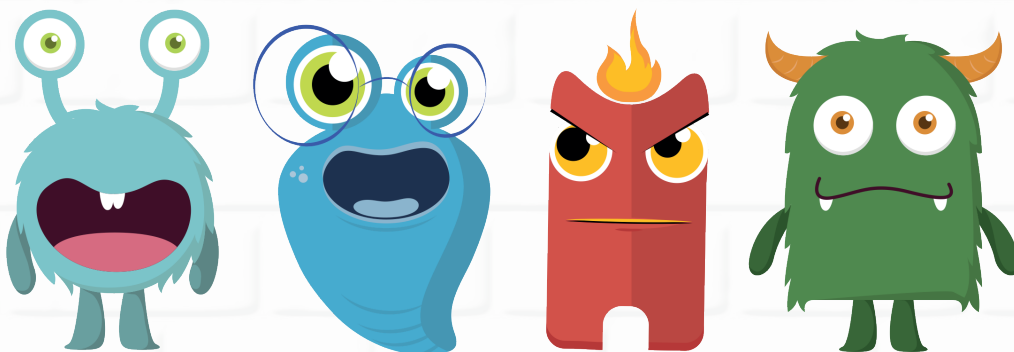


Activity Procedure: after being introduced to some dangers our planet is facing, students are now required to create a podcast.



Length:
20 minutes.

I. Activity 9: using all the information students collected in their report, they now create a podcast in which they inform people about the problem they selected.

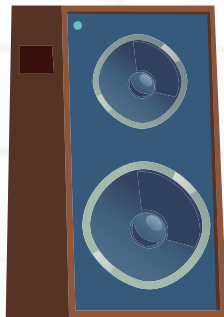
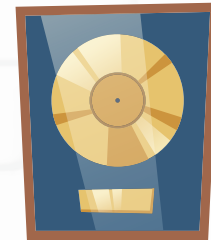


Activity 9: using all the information you collected in your report, create a podcast (an online radio program) in which you are informing people about the problem you selected. In this podcast you will record your own voice, talking to your audience about what you wrote in your report. Once you have it ready, share it with your family and friends.

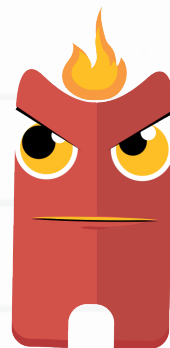
ON AIR



ON AIR



Tip: this exercise promotes problem-based learning and interaction among students. For further information on this approach you can refer to the **Basic Learning Rights** and **Module 1 Eleventh grade of the Suggested English Curriculum**.



My LEARNING Progress

In this final stage, explain to students that they have the possibility of evaluating themselves through a simple activity that accounts for the essential vocabulary and phrases worked on during the module. You can use this same table to ask different students for pertinent information and thus determine internalized elements and those that need reinforcement.



My LEARNING Progress

Congratulations! This is the end of this adventure! Now I know these words: *Everyone, degradation, collapse, proliferation, landfill, renewable.*

Now I can:
Understand the vocabulary in the context of the preservation of the environment.
Analyze information found in articles on environmental protection.
Create a podcast to raise awareness on environmental protection.



It's time to evaluate your progress. For each description, write ✓ under Yes, Almost there, In progress or Not yet.

Description	Yes (90%-100%)	Almost there (80%-90%)	In progress (60%-80%)	Not yet (<60%)
I know these words: <i>everyone, Greenhouse Effect, Global Warming, landfill, renewable, drought.</i>				
I can <u>understand</u> the concept of green practices and going green.				
I can <u>analyze</u> information found in articles on environmental protection.				
I can <u>create</u> a podcast to raise awareness on environmental protection.				



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