

CEFR
A1

TEACHER GUIDE 1

Plastic-Free Environment

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 1 allows the consolidation of student learning in the performances indicated in **Module 3 of 6th grade** of the English Suggested Curriculum, presented below.

Performance indicators:

1. Takes note of words and expressions related to the conservation of the environment.
2. Proposes simple actions for the conservation of the environment.
3. Values the importance of conserving the environment.

NOTE: this Learning Object can be used at the beginning of the academic period as an introduction to the topic of sustainability, environmental conservation and energy saving. The teacher is recommended to make a revision and adaptation according to the Basic Learning Rights (BLR), the vocabulary, and other pertinent aspects.

LEARNING APPROACH: Task-Based Learning

OBJECTIVE(S):

Hello. Today we will think about the protection of the environment, and we will find ways to protect it from contamination with plastics.

LET'S GET STARTED!

IN THIS SESSION YOU WILL LEARN:

Words about the protection of the environment: **Recycle, Contamination, Pollution, Reusable, Garbage, Decompose.**
How to give **recommendations and suggestions.**
How to create **warning signs.**

Basic Learning Rights (BLR): Sixth Grade

1. Understand and use familiar words and short phrases about routines, daily activities, and tastes.
2. Write basic personal information in preset formats.

LOTS /
HOTS

Remember

Understand

Apply

Analyze

Evaluate

Create

LET the **ADVENTURE** Begin!





Activity Procedure: in this section the students will become familiar with the vocabulary of the lesson through a conversation with a character who narrates the problems the planet is having. If you want to expand the thematic references or expand activities according to the population, go to [Module 3 of grade 6 of the Suggested Curriculum](#).





Length:
20 minutes.


A. Activity 1: students meet the character that will accompany them during the activities (Captain William.) Students are required to read the statements the captain makes about the environment and after reading them, students are required to do a fill in the blanks activity. Whether a face-to-face or a virtual lesson, ask students to pay close attention to the words highlighted in the statements.


 We will talk about contamination and its effects on the environment. Let's meet Captain William the Coast guard.


 Hi Rangers, My name is William. We have some problems. People are contaminating our planet.

 This is the **Earth**. Our beautiful planet.


 These are the **Oceans**. They look nice and blue.

 Here is one problem. **Plastic contamination**.


 Humans use a lot of plastic and **contaminate** the planet. Help me find a solution, please!








 **Activity 1:** Complete the sentence. Use two of the words from the comic.

One important problem is the excessive use of _____ which is causing a lot of _____ in the oceans.

 **Activity 1:** Plastic Contamination

B. Activity 2: in this activity students are required to look at a set of objects that contaminate and select three of them, which in their opinion contaminate the most.

 **Activity 2:** Look at the objects. Which objects contaminate the most? Write ✓ in the 3 objects that contaminate the most.

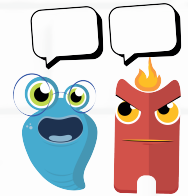
<p>PLASTICS</p>  <input type="radio"/>	<p>ORANGE PEEL</p>  <input type="radio"/>	<p>FLOWER</p>  <input type="radio"/>
<p>RAIN</p>  <input type="radio"/>	<p>STYROFOAM</p>  <input type="radio"/>	<p>GRASS</p>  <input type="radio"/>
<p>SAND</p>  <input type="radio"/>	<p>BEES</p>  <input type="radio"/>	<p>DETERGENT</p>  <input type="radio"/>

C. Activity 3: students show the chart with the objects from the previous activity to their friends or relatives then ask them what are the ones that contaminate the most.



Activity 3: Now share with your friends/family members. Do you have the same ideas?

Extra Activity: if this is a face-to-face lesson, write one of words highlighted in the statements (Earth, Oceans, Plastic Contamination, Contaminate) on the board and then give students 2 minutes to write in their notebooks as much vocabulary as they can related to the word on the board. If you are teaching a virtual class, use the program's blackboard, or a PowerPoint presentation to write on.



Tip: you can use images from the Internet instead of the words from the statements to do the word bubble activity, elicit as much vocabulary from students as you can.

Critical Thinking: ask students to discuss some of the consequences plastic contamination, pollution and waste in the oceans can have for humankind.



Let's Gets **READY**



Activity Procedure: students are required to visit a website where flashcards with the words from the previous exercise and their definitions would be available. Then, students are required to use those definitions to complete a **crossword** and come up with some ideas about the concepts presented.



Lenght:
20 minutes.

D. Activity 4: students visit the following link (<https://sites.google.com/view/plastic-freeenvironment/home>) They will find some flip cards on a Genially presentation that contains vocabulary related to the lesson and it's definitions. (Contamination, Recycle, Decomposition, Garbage, Reusable.) This vocabulary will be used in the next activity to complete a **wordsearch**.



Activity 4: Let's visit [this website](https://sites.google.com/view/plastic-freeenvironment/home).

<https://sites.google.com/view/plastic-freeenvironment/home>

You will need this vocabulary to develop Activity 5.

E. Activity 5: after studying the vocabulary, students complete a **crossword** using the vocabulary learned. Students use the tips given in the exercise to figure out the correct words for each of the spaces.



Captain William's message is vital. We will work on words you need to remember.



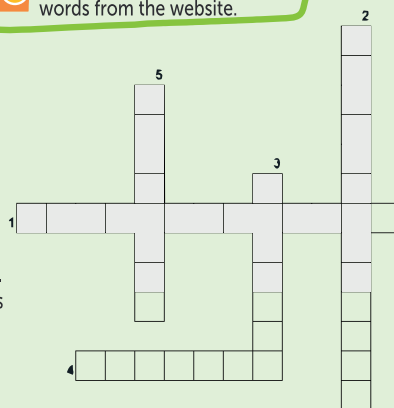
Activity 5: Now, let's complete this crossword puzzle with the words from the website.

ACROSS:

- 1. Something we can use again.
- 5. Pollution.

DOWN:

- 2. Convert materials to use again.
- 3. What happens to organic materials with time.
- 4. Trash.



F. Activity 6: for this activity, students are required to read some sentences about environmental problems and possible solutions. Using vocabulary previously studied students complete the sentences.



Activity 6: Look at the following text. Complete it with the vocabulary in the box:



1. Reusable 2. Recycle 3. Decomposition 4. Garbage 5. Contamination

Some environmental problems and some possible solutions:

- a. Humans use plastic for many things. Plastic can be reused. This means that plastic is _____.
- b. We can also use plastic for different purposes. When we take plastic and transform it into raw materials, we say that we _____ it.
- c. An issue with plastic as a raw material is its _____ process takes too long, so it does not disappear like organic material does.
- d. People throw away their plastic items all the time, producing a lot of _____ that does not decompose.
- e. Plastic in general (bags, toys, bottles and cups) causes _____ in the oceans, making it dangerous for animals to live there.

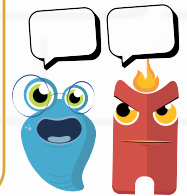
G. Activity 7: after completing the crossword, students create sentences using some of the vocabulary studied on the flip cards and in the previous activities.



Activity 7: Practice the structure of these sentences. Organize the words to make logical sentences.

- a. Smoke. / not / Do _____
- b. Your / Fasten / seatbelt _____
- c. For / green / materials / Use / container / the _____
- d. Do / enter / not _____

Extra Activity: read the definition of one of the words used throughout the section and ask students to guess and write in a piece of paper the word corresponding to that definition. After a minute or two, ask them to reveal what they wrote; award points to the students that guess correctly. The student with the most amount of points at the end of the activity wins.



Tip: to give a simple twist to the extra activity, you can provide students with markers, then ask them to come to the board and represent a word or a drawing, and have them guess what it is. It is a simple and fun way to implement vocabulary activities differently.

Critical Thinking: discuss with students if they know about actions people could do to prevent plastic waste. Try to elicit concepts like: recycling, reduce plastic use, reuse of resources.



HANDS ON I



Activity Procedure: students recycle most of the vocabulary previously studied. Furthermore, students reflect and analyze their daily habits in order to define the positive or negative impact contamination has on our lives. To wrap up the section, students will be familiar with the concept of the *Three Rs* (Reduce, Reuse, Recycle.)





Length:
25 minutes.

H. Activity 8: for this activity, students are enquired about their knowledge on the concept of the 3 R's (Reduce, Reuse, Recycle). Students fill in the charts with the information required on what they know and want to know.



Activity 8. Critical Thinking: Do you know the concepts of Reduce - Reuse - Recycle? Let's complete the graphic organizer with what you **know** and what you **want to know** about them.

What I KNOW	What I WANT to know
<p>Example: <i>I know about recycling water for the plants.</i></p> 	<p>Example: <i>I want to know how to reuse old clothes.</i></p> 

I. **Activity 9:** students will familiarize with the concept of the Three Rs (Reduce, Reuse, Recycle) Students start the activity by visiting the following link (<https://sites.google.com/view/plastic-freeenvironment/the-3-rs>) and listen to 3 different concepts. After that, students think of good ideas they might implement on each of the concepts and then write them in the charts provided for the activity. (e.g. Reduce: have a reusable bottle to fill in instead of buying plastic water bottles every time. Recycle: separate the garbage at home, having different places to dispose of waste depending on the materials. Etc.)



Activity 9: Visit this [website](https://sites.google.com/view/plastic-freeenvironment/the-3-rs).
<https://sites.google.com/view/plastic-freeenvironment/the-3-rs>
 You will see a presentation. It contains information and ideas about the *Three Rs*. **Listen** and **read** the information, and check if what you wrote on "what I **WANT** to know" appears in the presentation. When you finish, complete the What I **LEARNED** box.

What I **LEARNED**.

Example: I learned how to reduce plastic use at home.

J. **Activity 10:** in this activity, students complete a chart where they write what they consider are good ideas of the concepts they previously learned.



Activity 10: Complete the graphic with good ideas you come up with and can do with the *Three Rs*.

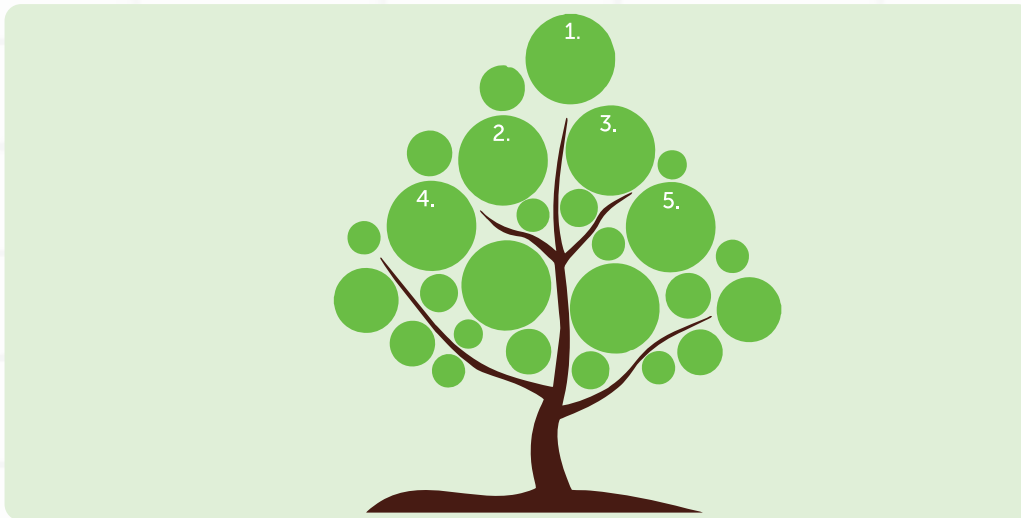
Good ideas to use the three Rs?

 Reduce	Good idea: -Say "no" to plastic bags.
 Reuse	
 Recycle	

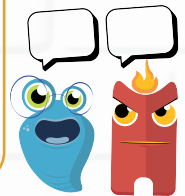
K. Activity 11: students compare the ideas they created for the previous activity to the ones suggested in the following video (https://www.youtube.com/watch?v=OasbYWF4_S8). After that, students are asked to write 5 ideas they liked from the video.



Activity 11: Compare your ideas with this video's https://www.youtube.com/watch?v=OasbYWF4_S8. What extra good ideas are interesting to use? Write 5 ideas you like from the video.



Extra Activity: whether this is a virtual or a face-to-face lesson, you can extend the concept of recycling with students. Write the word "Recycle" on the board. Use a ball to pass around and ask students to name an object or material they can recycle at home and then pass the ball to a different person. The teacher writes all of the students' ideas on the board or virtual board.



Tip: using realia is a good way to show students some of the concepts studied. You can take objects like a banana peel, a plastic cap, a plastic bottle, old newspapers, etc. and ask students if they think those objects are recyclable or not and where they are supposed to dispose of them.

Critical Thinking: ask students to discuss in groups examples to reduce, reuse and recycle. Then, have them tell what activities they do in their daily lives to help the environment. Discuss with your students these questions: What else can they do? Do they think it is enough?



HANDS ON 2



Activity Procedure: students analyze, understand and create signs to indicate acceptable and unacceptable behaviors in certain settings. Students start by practicing sentence structures through an unscrambling exercise where a logical order must be given to some words to create sentences. Then students might analyze warning signs to figure out what they communicate, and then analyze the context some of these might be found in.



Lenght:
30 minutes.

L. Activity 12: students are required to study the signs on the images and come up with some possible rules they communicate. If this material is being used on a virtual or face-to-face lesson, explain that the colors in the signs might give them a cue of what the signs are for (Blue: Information, Yellow: Precaution, Red: prohibition) organize the words in the exercise in a logical way to discover the rule they formed.



Activity 12: Look at these warning signs. What do they communicate? Select the correct message from the Word Box and write it in the cells.

	MESSAGE



WORD BOX

- a. Do not enter!
- b. Bicycle lane
- c. No bikes allowed



Activity 13:
1. Do not enter
2. No bikes allowed
3. Bicycle lane


M. Activity 13: this activity is similar to the previous one, but students are required to study the signs on the images and think of the possible places they might find these signs. Students will select the correct options from the ones given in the exercise.



Activity 13: Warning signs always have a special place where you can find them. Where can you find these warning signs? Select the option that has the correct context for each warning sign.

<p>1. Where can you find this sign?</p>  <p>A. At the library B. At the zoo C. At school D. On the streets</p>	<p>2. Where can you find this sign?</p>  <p>A. At the library B. In a bathroom C. On the streets D. In a basketball court</p>
<p>2. Where can you find this sign?</p>  <p>A. Outside a school B. At the zoo C. At the library D. In a basketball court</p>	

N. Activity 14: after studying the signs from the previous activities, students are required to write 3 messages for warning signs about the protection of the environment at school.



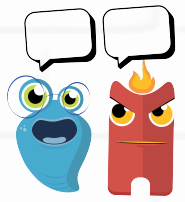
Activity 14: Now create and write 3 messages for warning signs about the protection of the environment in the school.

Example: *Keep social distance in public areas.*

Message 1: _____ Message 2: _____

Message 3: _____

Extra Activity: discuss with students if they believe having signs in their houses/classroom might have an impact on how they dispose of garbage or on their behavior. Why? Why not?





Tip: you can ask students to give some examples of useful signs to use in the classroom and have some volunteers draft them on the board or digital board to illustrate some of the student's ideas.

Critical Thinking: discuss with students if they consider their use of signs effective to shape the way they behave or what they do in a place. Ask them to work in groups and analyze what the most common signs people see every day might be, and what signs they believe people ignore the most.



Let's CHECK!



Activity Procedure: students check a model on how to create their own signs so that they create their own warning signs. They must ask people to stop using plastic and keeping the environment safe. Students can recycle some of the ideas they came up with for the Hands On 1 section of this Learning Object. After creating their signs, students will be asked to show some of their ideas to the group. This might be done in a digital board where all students get a chance to post their creation.

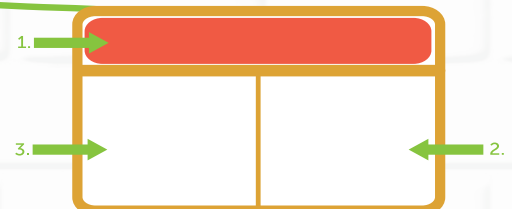


Length:
20 minutes.

O. Activity 15: students access the following website (<https://sites.google.com/view/plastic-freeenvironment/what-to-do>) and read the elements a warning sign must have. Those elements will be crucial in the next activities when they are asked to create their own warning signs.



Activity 15: Visit [this website](https://sites.google.com/view/plastic-freeenvironment/what-to-do) <https://sites.google.com/view/plastic-freeenvironment/what-to-do> and look at the model to create warning signs. In the following signs, write the names of the elements that appear in a warning sign.

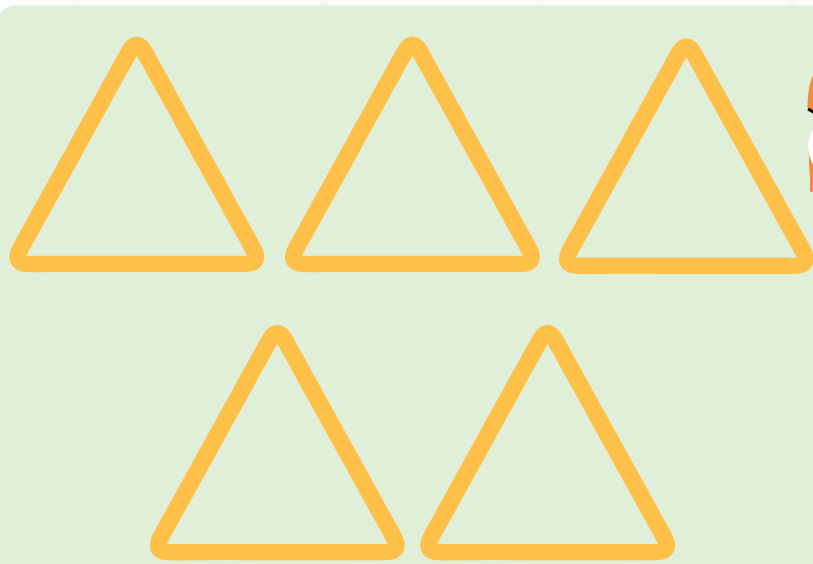


P. Activity 16: having in mind the elements studied in the previous activity, students are required to create 5 warning signs intended to stop the use of plastic and keep the environment safe. Students are encouraged here to re-use some of the ideas they created in the *Hands On 1* section.



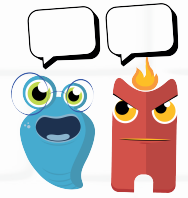
Activity 16: Let's **create** 5 warning signs with strategies to stop using plastic and keep the environment safe. Think about the ideas you wrote in "Hands On 1", look for ideas to protect the environment on [this website](https://www.natgeokids.com/uk/kids-club/cool-kids/general-kids-club/tips-to-reduce-plastic-pollution/). <https://www.natgeokids.com/uk/kids-club/cool-kids/general-kids-club/tips-to-reduce-plastic-pollution/> It has some great ideas! Then, **create** your signs using the same format from Activity 11.

Q. Activity 17: for this last activity, students share their signs with the rest of the class. If this is a face-to-face lesson, you can have a poster session in which each student explains the signs they created. If in a virtual lesson, you can use digital pin boards like Jamboard or Nearpod for students to submit their signs and have the rest of the class see it.



Activity 17: Let's present your ideas! Create a video presenting your warning signs with ideas to protect the environment. Say what you learned in this lesson in English. Present your ideas and start the transformation of your house and school.

Extra Activity: you can use some of the students' ideas to create signs. Give students paper or cardboard and markers. Then, ask them to craft different signs to use in the classroom. If this is a virtual lesson, ask students to use digital free design tools like Canva.



Tip: this exercise promotes task-based learning. For further information on this approach you can refer to the [Basic Learning Rights](#) and [Module 3, 6th 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:
Contamination, pollution, recycle, reusable, reduce, decomposition, and garbage.

Now:

I can **understand** words and expressions related to contamination. I can **analyze** the way I use plastic items, and formulate ideas to make a more responsible use of them. I can **create** warning signs giving suggestions to protect the environment.



It's time to evaluate your progress. For each description, write ✓ in the corresponding percentage (%).

Description	Yes (90%-100%)	Almost there (80%-90%)	In progress (60%-80%)	Not yet (<60%)
I can identify the words: <i>Contamination, pollution, recycle, reusable, reduce, decomposition, and garbage</i> , discussed in the vocabulary and I understand them in context.				
I can analyze <i>my habits</i> in the use of plastic items and discover <i>my contribution</i> to the protection of the environment.				
I can give <i>recommendations and suggestions</i> using appropriate language.				
I can create effective <i>warning signs</i> , inviting people to protect the environment, and using language correctly.				



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