

Earth Strike Lesson Plan

- This is a 90-minute lesson-plan intended for high-Pre-Intermediate/low-Intermediate level students. It is primarily a Speaking lesson, with an introductory Reading element. Feel free to chop, change, add, and adapt. While there are handouts with the lesson, where possible use an IWB or write the questions/tasks on the WB, seeing as it is a lesson based on environmental concerns.
- Author: Darren O'Brien

Time	Stage	Procedure	Interaction	Aim
10 mins	Warmer	<p>Arrange the class into pairs or small groups. Give each pair/group a copy of Photo 1 (Appendix A) and have them check with their partner(s) who it is.</p> <p>Elicit from the class who Greta Thunberg is.</p> <p>Hand out a copy Photo 2 (Appendix A) to each pair/group, and ask them to describe to one another what is happening in the photo. Write/display the following prompt questions on the WB/IWB while they are doing so:</p> <ul style="list-style-type: none"> • What is happening in the photo? • Who are the people? • What does the sign at the front mean? <p>Teacher-led feedback: ask some of the students to tell the class what their partners had told them. In form the class that today they are going to be doing a reading about the topic of <i>climate activism</i> (concept check this phrase, and write it at the top of the WB).</p>	<p>S-S</p> <p>S-S</p> <p>T-SSS</p>	To introduce the topic and activate schemata

5 mins	Comprehension questions	<p>Ask the students to turn the text face down. Distribute the handout (Appendix C) with the questions, or write/display the questions on the WB/IWB. Have the students check what they remember from the text with their partners.</p> <p>Switch the students to double check their answers with a different partner/group. Then ask them to check their answers by turning the handout face up, and underlining/highlighting the answers in text.</p>	<p>S-S</p> <p>S-S</p>	Test students' retention and comprehension of the text.
15 mins	Discussion - brainstorm	<p>Arrange the students into new group of 3 or 4, depending on class size. Write the following question on the WB:</p> <p><i>What else can we do to save the planet?</i></p> <p>Have the groups discuss this open question together for a few moments, and make a list of their ideas.</p> <p>After 10 minutes, mix the students and have them compare their ideas in new groups.</p> <p>Do short teacher-led feedback, and put the ideas they have suggested on the WB.</p>	<p>S-S-S</p> <p>T-SSS</p>	To introduce the next topic and activate the students' knowledge.

30 mins	Discussion	<p>Distribute the handout from Appendix D, or write/display the questions on the WB/IWB. Have the students discuss each point with their groups. Elicit and concept check '<i>green tax</i>'.</p> <p>Encourage the students to think of the advantages and disadvantages of each point. The teacher should read the article in the appendix in order to be able to prompt and answer questions the students may have on each of the individual topics. Encourage them to spend a few minutes on each question.</p> <p>Mix the students once again to have them compare ideas in their groups.</p>	S-S-S	Follow on discussion with prompts. To open up the students' mind to new concepts.
10 mins	Speaking	<p>Teacher-led feed/discussion. Get feedback from the class, and list the advantages and disadvantages of each topic on the WB. Try to steer the discussion towards the positives.</p> <p>Inform the class that individual action is not enough, and that they should share what they discussed today with the friends/family/followers on social media, and discuss the ideas outside of class.</p>	T-SSS	Feedback

5 mins	Closing	<p>Draw the students' attention to the Global Climate Strike, and show them the link: https://globalclimatestrike.net/</p> <p>Encourage them to share it with their friends, and get involved.</p> <p>Homework/extension activity: Have the students write to their local MPs (TDs), asking what action is being taken by the government to address the climate crisis. This can be peer corrected in class, and put together as a collaborative writing task, and sent to the TDs in question. The students can be encouraged to similarly contact their representatives in their home countries.</p>	T-SSS	To summarise the class and link to HW/the next lesson
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Appendix A: source: BBC: <https://www.bbc.com/news/world-europe-47568227>

Photo 1



Photo 2



Greta Thunberg, the Swedish schoolgirl who has inspired an international movement to fight climate change, has been nominated as a candidate to receive this year's Nobel Peace Prize.

The 16-year-old was nominated by three Norwegian MPs. If she wins, she will be the youngest recipient since Pakistan's Malala Yousafzai, who was 17 when she received the prize. Ms Thunberg tweeted she was "honoured" to receive the nomination:

"We have proposed Greta Thunberg because if we do nothing to halt climate change, it will be the cause of wars, conflict and refugees," Norwegian Socialist MP Freddy Andre Ovstegard told AFP news agency.

"Greta Thunberg has launched a mass movement which I see as a major contribution to peace," he added.

What are the school protests?

On Friday, thousands of schoolchildren are expected to strike again against climate change in more than 100 countries around the world. The school strikes were inspired by the Fridays For The Future movement started by Ms Thunberg under the hashtag **#FridaysForFuture**.

So far, there have been regular walkouts around the world, including in countries like Germany, Belgium, the UK, France, Australia and Japan. Friday's protest is billed as the biggest so far.

Who is Greta Thunberg?

The Swedish teenager - who on her Twitter page describes herself as "a 16-year-old climate activist with Asperger [syndrome]" - first staged a school strike for the climate in front of the Swedish parliament in August last year. Since then, she has been missing lessons most Fridays to stage her regular protests.

She continued to gain international attention after speaking at the UN Climate Talks in Poland in December and at the World Economic Forum in Davos in January." On climate change, we have to acknowledge that we have failed," she told global economic leaders in Davos.

Appendix C: Comprehension questions

1. Who is Greta Thunberg?
2. What, according to the text, will happen if we do nothing about climate change?
3. What are the school strikes?
4. Where have they taken place?
5. What is the name of the movement started by Greta Thunberg?

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Appendix D: Discussion questions. Adapted from section headings in:

<https://www.theguardian.com/environment/2019/mar/25/dont-know-how-to-save-planet-this-is-what-you-can-do> This full article could be used in class for a higher level group.

1. Do we all need to go vegetarian? Or vegan?
2. Is it OK to fly
3. Is it realistic to transform our energy supply?
4. Would a 'green tax' work?
5. Should I have fewer children?
6. Is there anything I can do as an individual?
7. Is it time for more people to protest on the streets?

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