

LESSON CF

Teacher's notes



Key info

Duration:	60 Minutes
Objectives:	<ul style="list-style-type: none"> Learn at least 5 new words about our Carbon Footprint Get some ideas on how to reduce our Carbon Footprint <p>Be more confident to #Speakout_for_Sustainability</p>
Resources:	<i>Speak Out For Sustainability</i> - BBC Studios "A sustainable city" video
Prepare	<ul style="list-style-type: none"> Wordwall: Students can complete this vocabulary Wordwall to help with the lesson. Student's worksheet (1 per student) - distribute before the lesson Begins
Post lesson	<p>Your students can continue the task and share their work on the Pearson and BBC Live Classes Facebook group or shared on our instagram page. @pearsonenglishlearning They can (all tasks are optional):</p> <p>A. Prepare a video talking about a sustainable city of your own B. Make a reel of you taking steps to reduce your carbon footprint and tag @pearsonenglishlearning and use the hashtag #Speakout_for_Sustainability</p>
Big Live Lessons	<i>BIG Live Lessons</i> follow the same lesson structure as <i>Live Classes</i> , however some activities have been amended to fit the lesson format. See below for more details.

Lesson procedure

Warm-up

Duration	Description	Class teacher's role
5 mins	T introduces himself and schools say <i>hello</i> one by one	Encourage class to say <i>hello</i> into microphone
	T checks pupils have worksheet and a pen	Monitor pair work
	T explains lesson objectives and other instructions	Clarify any misunderstandings

Presentation & Practice

Duration	Description	Class teacher's role
20 mins	Student's worksheet - Task 1 T shares theme quote asks for volunteers to say who said it and talk about its meaning.	Monitor, have a student ready to answer question into microphone
	T asks questions about our Carbon Footprint, What is it? How is it caused? Why is it bad? Student's worksheet - Task 2 T then covers hot spots asking students to think why these might be areas of concern.	Monitor, have a student ready to answer question into microphone
	Collaboration time. T assigns each school a different task on a Student's worksheet - Task 3a/3b/3c and explains them.	Note down assigned activity, clarify any misunderstanding with activity, monitor

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	BBC video. Ss watch video "A sustainable City Video" completing the task they were assigned	Watch video with Ss, monitor
	Feedback time. Ss from different schools' feedback with their answers for the tasks 3a/3b/3c and Ss fill in answers to the Qs they didn't do.	Monitor, have a student ready to answer question into microphone

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Production

Duration	Description	Class teacher's role
30 mins	Student's worksheet – Task 4 Interview time. Ss practice asking and answering Qs in pairs and make notes of their friend's answers,	Monitor and support as necessary.
	Breakout room Each school is paired with another school. Ss go up to microphone to ask and answer interview questions. Ss make notes on the answers they hear.	Have Ss ready to go to microphone to ask / answer and make sure Ss make notes on answers Encourage Ss to interact with the other school and that they use key structures.
	Feedback time. T gets different schools to share what they learned about the other school.	Have Ss ready to come to microphone to speak with other school, clarify misunderstandings.
	Time to talk! Students watch Top Tips video and talk to other classes sharing their own ideas.	Have students ready at microphone, repeat points made. Support with language and ideas

Wrap up

Duration	Description	Class teacher's role
5 mins	Revisit lesson objectives. Have we achieved them?	Monitor
	Video challenge – T explains post-lesson task and shows demo video	Monitor, clarify any misunderstandings
	Schools say goodbye one at a time into the microphone	Encourage Ss to say goodbye

Lesson glossary

Consumption
Zero-emissions
Carbon Footprint
Sustainable
Fossil Fuel

Climate Change
Energy-Efficient
Minimize
Renewable Energy
Agriculture

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Follow up/Homework

Duration	Description	Class teacher's role
N/A	<ul style="list-style-type: none"> Students prepare a video/presentation outlining a new sustainable city. The video can be uploaded to our facebook group or the @pearsonenglishlearning social media channels. • <p><u>Some things you could include:</u></p> <ul style="list-style-type: none"> • How energy will be created. • How building will be designed to be more energy efficient. • What will public transport be like? • What restrictions will be placed on use of fossil fuels? • What will the shops sell? (no single use plastics) • What will restaurants sell? (ethically sourced food) • Other aspects to consider, schools, parks, entertainment etc. • When you're making the video don't forget to write a script and most importantly use your imagination and be creative. <p><u>Guidelines:</u></p> <ul style="list-style-type: none"> • Create a new city • The more students in the video, the better. Let's get everyone involved! Feel free to make more than one video per class. • Speak clearly and smile! You are going to teach students from all over the world about your new city ide. 	Support students in the creation of their class video / recording and uploading the videos.
	<p>Alternative</p> <p><u>Guidelines:</u></p> <ul style="list-style-type: none"> • Make a reel • Show us what you do to help reduce your carbon footprint • Tag us @pearsonenglishlearning and use the hashtag #Speakout_for_Sustainability 	

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Pearson and BBC Live Classes Facebook community

Join *Live Classes* project group on Facebook and encourage your students to do the same.

The *Live Classes* project does not end after the lesson, it actually begins here! **Join our closed Facebook group** to give yourself and your students a great opportunity to interact in the global community with your friends from other parts of the world. **The group is available to Live Classes participants only.** It is moderated by our well-experienced team to make sure it generates plenty of opportunities to use the English language outside the class, following the group rules and conditions. **To join the group, search for 'Pearson and BBC Live Classes' on Facebook.**

General teacher guidelines

Classroom setting

Arrange your class in such a way your students all sit in front of the screen, either together as a group or at their desks. Make sure they will be able to stand/sit down, when needed, work in pairs or come closer to the microphone.

You can also ask one of your "tech-students" to support you as there will be times when he needs to click something.

Microphone

We want to hear what your students have to say and the other students around the world do too! Therefore, there are times in the lesson where students can share their thoughts using the microphone (laptops have one built-in, for a desktop you may need to get an external one), either as a whole class (saying hello, goodbye, shouting a one-word answer) or individually (giving a longer answer, sharing their thoughts).

The trainer will have schools' microphones muted but will unmute them at different times in the lesson one at a time (see lesson plan) - please encourage your students to take part and have individual students ready to share their thoughts using the microphone.

Monitoring understanding

The trainer will grade his language and explain instructions carefully, but he can't monitor the understanding of all pupils - therefore, feel free to clarify / explain / use students' L1 whenever you feel necessary.

Breakout rooms

During the lesson you will be groups with a different group(s) to discuss the task together. Once you get to the room you need to:

- you may need to unmute the microphone (click an icon in the bottom left corner)
- support your students in discussing the task
- monitor the activity, taking turns
- clarify/repeat what the other school said if it is unclear for your students

BIG LIVE LESSONS

BIG Live Lessons are based on the above lesson structure. Some activities have been amended to fit the lesson format.

Teachers are asked to:

- share **Student worksheet** in a digital format with the students before the lesson
- attend a *BIG Live Lesson* with their students to follow up on the lesson and monitor students' performance

Students are asked to

- have their worksheets ready – printed out or available in a digital format
- have a piece of paper, a pen and a pencil

