

# LESSON PLASTIC & LITTER



## Teacher's notes

### Key info

<b>Duration:</b>	60 Minutes
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>Learn at least <b>5 new words</b> about <b>Plastic and Litter</b></li> <li>Get some ideas on <b>how to reduce our Carbon Footprint</b></li> </ul> <p>Be more confident to <b>#Speakout_for_Sustainability</b></p>
<b>Resources:</b>	<i>Speak Out For Sustainability</i> - BBC Studios "Plastic Pebbles" video
<b>Prepare</b>	<ul style="list-style-type: none"> <li><b>Student's worksheet</b> (1 per student) - distribute before the lesson Begins</li> </ul>
<b>Post lesson</b>	<p>Your students can continue the task and share their work on the <a href="#">Pearson and BBC Live Classes Facebook group</a> or shared on our <a href="#">instagram page</a>. @pearsonenglishlearning They can (all tasks are optional):</p> <ol style="list-style-type: none"> <li>Make a video of a group litter pick.</li> <li>Make a reel of a litter pick.</li> </ol> <p>@pearsonenglishlearning and use the hashtag #Speakout_for_Sustainability</p>
<b>Big Live Lessons</b>	<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	<b>Student's worksheet - Task 1</b> 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
	<p>T asks questions about Plastic,</p> <p>Why is it good? Why is it bad? Where does it come from? Where does it go?</p> <p><b>Student's worksheet - Task 2,</b></p> <p>T then talks about different plastic numbers. Ss complete task 2</p>	Monitor, have a student ready to answer question into microphone

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	<b>Collaboration time.</b> T assigns each school a different task on a <b>Student's worksheet - Task 3a/3b/3c</b> and explains them.	Note down assigned activity, clarify any misunderstanding with activity, monitor
	<b>BBC video.</b> Ss watch video "Plastic Pebbles" completing the task they were assigned	Watch video with Ss, monitor
	<b>Feedback time.</b> 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

# LESSON X



## Teacher's notes

### Production

Duration	Description	Class teacher's role
30 mins	<b>Student's worksheet – Task 4, Interview time.</b> Ss practice asking and answering Qs in pairs and make notes of their friend's answers,	Monitor and support as necessary.
	<b>Breakout room</b> 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.
	<b>Feedback time.</b> 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.
	<b>Time to talk!</b> Students watch Top Tips video and talk to other classes sharing their own ideas. If time permits students will share their ideas in a <b>Breakout room</b>	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

Single-use plastic	Packaging
Litter pick	Litter
Landfill	Rubbish
Microplastic	Trash
	Garbage

# LESSON X

Teacher's notes



## Follow up/Homework

Duration	Description	Class teacher's role
N/A	<ul style="list-style-type: none"> <li>Students <b>prepare a video of a litter pick in your hometown</b>. The video can be uploaded to the Live Classes Facebook group (for more information see below) so students learn about each other's hometown.</li> <li>An alternative option could be to do a quick reel of a litter pick in your area.</li> </ul> <p><u>Some things you could include:</u></p> <ul style="list-style-type: none"> <li>An introduction</li> <li>Tell us about the place you live</li> <li>Why do you need to clean it up.</li> <li>How long it took to clean up</li> <li>How much litter you collected</li> <li>When you're making the video don't forget to write a script and most importantly use your imagination and be creative.</li> </ul> <p><u>Guidelines:</u></p> <ul style="list-style-type: none"> <li>Find a place to that needs cleaning.</li> <li>Include a description of where you want to clean and why</li> <li>The more students in the video, the better. Let's get everyone involved! Feel free to make more than one video per class.</li> <li>Speak Clearly and smile.</li> </ul>	Support students in the creation of their class video / recording and uploading the videos.
	<p>Alternative <u>Guidelines:</u></p> <p>Make a reel</p> <ul style="list-style-type: none"> <li>Show us where you've cleaned up</li> <li>Tag us @pearsonenglishlearning and use the hashtag #Speakout_for_Sustainability</li> </ul>	

# LESSON X

Teacher's notes



# LESSON X



## Teacher's notes

### 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

