



Positive Action

Age: Secondary

Level: A1+-A2

Knowledge or Attitude and Action: Attitude and Action

Standard for Learning Outcome: Student is actively encouraged to exercise their responsibility as a global citizen through modeling tasks.

Learning Outcome: S.D2.S5.LO1 Identify and take positive action in the community

Standard for Global Skill: Student acquires the skills to be a creative citizen.

Global Skill: S.D3.S3.LO1 Identify a problem and provide an innovative solution

Sustainable Development Goal: 12 Responsible Consumption and Production

Part 1 (10 mins)

- A.** Go over the list of environmental problems and check comprehension. If necessary go through the following terms: changes in weather (the global phenomenon of climate transformation characterized by the changes in the usual climate of the planet); noise pollution (unwanted or excessive sound that can have serious effects on human health, wildlife, and environmental quality); flood (cover or submerge (a place or area) with water). Have students check the ones they see in their community. Elicit answers from the class. Then elicit other environmental problems in the students' community. For example: ocean acidification, loss of biodiversity, deforestation. List some of the effects on the environment next to the problem.

Part 2 (20 mins)

- A.** To help students in this activity, find a map of the American continent. Give students a few minutes to read the two letters. Help with vocabulary as necessary. Point out on the map where Anchorage and Manaus are. Then ask students to complete the activity. When you check answers, ask them to point out how they found each answer. For example, for item 1, the text does not specifically say that Lucy lives in North America, but students can find this information on the map.

Answer Key: 1. a 2. c 3. c 4. c 5. a

- B.** Have students choose an environmental problem they identified in Part 1 for their community or country. Ask them complete the sentence stems with you as a whole class collaboration or in groups. They should model their letter to the United Nations on the letters in activity A. Have lower-level students do this activity in pairs or groups so they can help each other with vocabulary and sentence structure. Ask for volunteers to read their letters aloud to the class.

Part 3 (20 mins)

- A.** Ask students to read the text about carbon footprints. Check that they understand the concept. Then ask them to read the text about the Smith family. Have them check the level of carbon footprint they think the family has. Discuss answers and reasons as a class.

Answer Key: Possible answer

The Smith family have a fairly large carbon footprint. They drive a lot, they have big cars, and they fly in airplanes several times a year. They have a large family and a large house. They also shop at a large supermarket that might have a lot of foods from far away. They buy new clothes and they don't recycle.

- B.** Give students a few minutes to complete the questionnaire about their carbon footprint. Then have them look at the key. Ask students if they agree with what the key says about their carbon footprint or if they were surprised by the answers.
- C.** Have students discuss ways to have a smaller carbon footprint in groups. Then elicit ideas from the class.

Answer Key: Possible answers

Watch TV as a family so that you only use one TV. Take vacation near home. Eat less meat. Drive less and walk more. Take public transportation. Recycle and buy recycled items. Don't buy water in plastic bottles. Use the bicycle more. Turn off lights and unplug devices when they are not use. Don't use plastic bags.



Extension

- A.** Divide students into groups. Have each group think about how the students, teachers, and the educational staff cause environmental problems. Tell them to write three more examples. They should brainstorm solutions as a class.
- B.** Direct students to the chart. Check that they understand the meaning of *problem*, *solution*, *reason*, and *volunteer*. Develop a collaborative project between classmates. Have each group choose one environmental problem from A and complete the chart. Help each group with ideas or vocabulary as needed. For example, students can identify a common problem in the school's community, decide how they can solve it, start a project to help solve it, and then report back to other classmates. When students have finished their plans, have them present their ideas to the class. Discuss different ways that they can put their ideas into practice (e.g. posting it to a school blog, presenting their ideas at a school club meeting).