

'Whatever it takes': students at 50 US high schools launch climate initiative

Level 1: Elementary – Teacher's notes

Article summary: A youth-led initiative is demanding change. The Green New Deal for Schools requires districts to teach climate justice, update buildings, and plan for extreme weather (and more). Students also share their experiences.

Time: 60–90 minutes

Skills: Reading, Speaking, Writing

Language focus: Prepositions

Materials needed: One copy of the worksheet per student

Key:

- | | |
|-------------|-------------|
| 1. <i>b</i> | 5. <i>b</i> |
| 2. <i>a</i> | 6. <i>b</i> |
| 3. <i>b</i> | 7. <i>a</i> |
| 4. <i>b</i> | 8. <i>a</i> |

4. Key language

- a. Students could be asked to do this exercise in pairs. Have them scan the article to find the words and highlight the phrases.

Key:

- to*
- against*
- into*
- about*
- about*
- for*

1. Warmer

- a. Write the term "climate change" on the board and elicit its meaning. Then, put students into small groups and ask them to discuss the questions based on their own experience. Monitor and add any useful words or phrases on the board.

2. Key words

- a. Divide the class into two groups. Assign each half of the class one-half of the items (1–5 or 6–10). Then, sub-divide each group into pairs and ask them to complete the activity. Once they have completed it, ask them to compare their answers with other pairs. Then, regroup students so they can exchange their answers and complete the rest of the items.

Key:

- | | |
|--------------------------|------------------------|
| 1. <i>demand</i> | 6. <i>fossil fuels</i> |
| 2. <i>disaster</i> | 7. <i>political</i> |
| 3. <i>battle</i> | 8. <i>emphasise</i> |
| 4. <i>update</i> | 9. <i>elect</i> |
| 5. <i>infrastructure</i> | 10. <i>campus</i> |

3. Comprehension check

- a. Ask students to read the text and complete the task. Encourage them to highlight the relevant information in the text.

- b. Ask students to complete the questions individually or in pairs. Then, have them ask and answer the questions in pairs. Encourage them to add reasons for their answers.

Key:

- against*
- for*
- about, into*
- to*

5. Discussion

- a. Allow students time to read and reflect on the statements as they note down their ideas about each statement. Encourage them to support their opinions with examples. Then, put students in pairs or small groups and have them discuss the statements using their notes.

6. In your own words

- a. Give students time to research. It is okay if they do the research in their own language. Have them make notes. Then, ask them to reflect on the area they feel needs to change. First, ask them to work individually to flesh out their ideas. Then, ask students to practise explaining the problem and solution in pairs.

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- b. Ask students to give their mini-presentations in small groups. If there is time, you can ask students to share a one-sentence summary with the class. You could also ask students to share their voice recordings online.