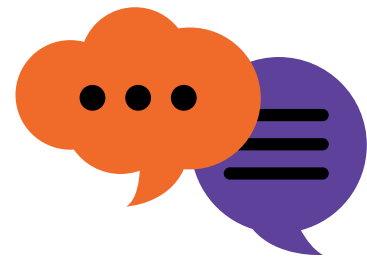


LESSON PLANS

Earth Day



GRADE LEVEL	B1-B2
CLIL SUBJECT	Science (Environmental Studies)
OBJECTIVE	Students will learn key vocabulary related to Earth Day, explore its significance, and engage in meaningful discussions about environmental issues and personal responsibility. They will use their speaking skills to share opinions and come up with solutions.
MATERIALS NEEDED	No materials needed.
LESSON DURATION	50 minutes

LESSON PROCEDURE

1 Introduction to Earth Day (10 minutes)

Provide background information about Earth Day and set the stage for deeper exploration.

Info: Earth Day is celebrated every year on April 22nd. It started in 1970 in the United States to raise awareness about environmental problems like pollution, deforestation, and damage to ecosystems. Today, Earth Day is a global event, with over 1 billion people in more than 190 countries taking part in activities to help protect the planet.

2 Earth Day vocabulary building (20 minutes)

Write these words on the board and briefly explain each one:

Sustainability – Taking care of the Earth so it can last a long time.

Carbon footprint – The amount of pollution we make by using things like cars or electricity.

Pollution – Waste or harmful things that damage the Earth, like trash or smoke.

Renewable energy – Energy that comes from natural things that never run out, like the sun or wind.

Climate change – Changes in the weather because of things people do, like burning fossil fuels.

Recycling – Turning old things (like paper or plastic) into new things to avoid waste.

Conservation – Saving and protecting things in nature, like animals or water.

Eco-friendly – Things that are good for the Earth and don't harm it.

Divide students into small groups (3-4 students per group). Assign each group one vocabulary word. The group's task is to:

Write a definition in their own words

Create a sentence using the word.

Present their word and sentence to the class, explaining its meaning.

3 Compass points (20 minutes)

Then have students think from different perspectives, especially when considering complex topics like Earth Day.

- **N (North – Needs to Know):** What do we need to know more about Earth Day to take action?
- **S (South – Stance):** What is your personal opinion or stance on Earth Day? Do you think one day is enough, or should there be more action?
- **E (East – Excitement):** What excites you about taking care of the planet? What actions can we celebrate on Earth Day?
- **W (West – Worries):** What worries or challenges do you have when thinking about environmental issues? What makes you anxious about climate change or sustainability?

After providing time for students to think individually, have them share their thoughts with a partner or in small groups. This activity will help students reflect on their own perspectives while also learning from others, encouraging collaborative learning and fostering a deeper understanding of the global importance of Earth Day.

CLOSURE	Wrap up the lesson by asking students: What is one thing you learned today that you didn't know before? How can you make a difference for Earth Day? This encourages reflection and helps students consolidate what they've learned.
ASSESSMENT	Throughout the lesson, assess students' participation in group activities and their understanding of Earth Day concepts based on their vocabulary presentations and Compass Points discussions.
EXTENSION	Ask students to write a short letter to their families about why Earth Day is important and what they can do together to help the Earth. This can extend the lesson to their personal lives and homes.