

Earth Summit Project

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Let's Explore...

What are the top environmental concerns facing the world today?

Introduction

Welcome to your group project on environmental stewardship! The word *stewardship* refers to *the careful and responsible management* of something. This month, you will work with your group to identify and research an environmental problem in a specific country. Then you will come up with ideas for addressing the problem. Next, you will gather at an Earth Summit with your class to inform other world leaders about your issue. Lastly, you will prioritize your nation's environmental budget and request special funding.

Warm-Up**A. Class Discussion**

1. What are the most serious environmental concerns in the world today?
2. What are the most serious environmental concerns in the city you live in now / in your native country?
3. What are Earth Hour and Earth Day?
4. What is a summit?



Warm-Up cont.

B. Earth Summits

The first United Nations Earth Summit took place in Rio de Janeiro in 1992. In 2002, a follow-up summit called Rio +20 was organized. Do a bit of research online to complete the sentences about these and other environmental meetings. Share your findings with your class.

1. The first Rio Earth Summit took place _____ .
2. _____ world leaders attended the first Earth Summit.
(number)
3. One issue discussed at the Rio Earth Summit was _____ .
4. The Rio Earth Summit led to the _____ Protocol.
5. Rio +10 was held in _____ .
6. Rio +20 is short for _____ .
7. In 2015, the UN held an environmental conference on _____ .
8. The 2015 conference was held in _____ .
9. The location and timing of the 2015 conference was significant because

10. Earth Day is on _____ .

C. Your Class's Earth Summit

After completing Part B, work together as a class to decide what your class's Earth Summit will be called and which city it will be held in.

Summit Name: _____

Location: _____

Warm-Up cont.

D. Class Survey

Survey your classmates. Which is a more important environmental issue in the world, Climate Change or Ocean Garbage? Ask your classmates why they think one issue is more important than the other.

| My Tally | |
|-----------------------|----------------------|
| Climate Change | Ocean Garbage |
| | |
| | |
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| | |
| | |
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| | |
| | |
| | |
| | |

Summarize one of your classmate's opinions.

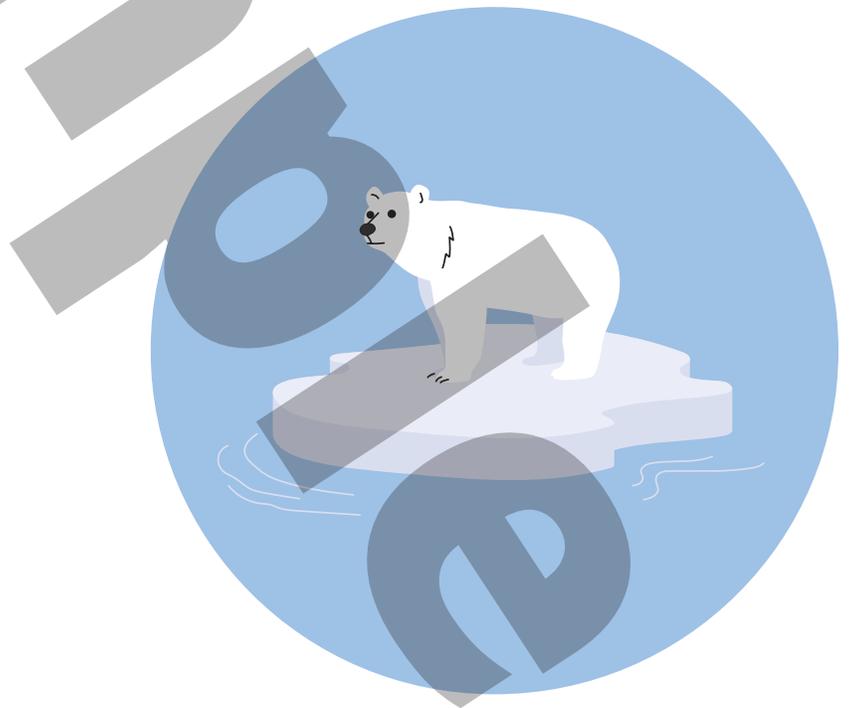
Now let's learn more about the environmental issue that your class considers more important (use pages 5–6 or 7–8).

Climate Change

A. Vocabulary Preview

Match the words on the left with the correct meanings on the right.

- | | | | |
|-----------|------------------|----|--|
| _____ 1. | greenhouse gas | a) | not usual, very odd |
| _____ 2. | carbon footprint | b) | a type of gas that contributes to the trapping of heat in the earth's atmosphere |
| _____ 3. | freakish | c) | to attack a problem in order to try to solve it |
| _____ 4. | tackle | d) | a person who doesn't believe something is true |
| _____ 5. | cover-up | e) | something that prevents others from seeing the truth |
| _____ 6. | cast doubt | f) | not be responsible for |
| _____ 7. | skeptic | g) | needs to be taken care of before a deadline |
| _____ 8. | time-sensitive | h) | to convince other people to question something they thought was true |
| _____ 9. | undeniable | i) | the amount of greenhouse gases contributed by a single person or group |
| _____ 10. | off the hook | j) | cannot be denied, must be true |



Climate Change cont.

B. Reading

CLIMATE CHANGE

Ignoring Mother Nature's warnings

1. The majority of scientists around the world agree that humans are largely to blame for the warming of our planet. Over the past 50 years, temperatures on earth have increased at a higher rate than ever recorded. In order to prevent excess **greenhouse gases** from trapping heat in our atmosphere, we need to change our lifestyles. By reducing our **carbon footprint** and switching to clean forms of energy, we may be able to save our planet.
2. Despite **freakish** weather like heat waves, droughts, and hurricanes, **tackling** climate change was not a priority for some of America's 2012 presidential candidates. Four years later, candidate Donald Trump said he was not a big believer in man-made climate change. In fact, some Americans, including a handful of scientists, have been accused of taking part in a climate **cover-up**. Those who benefit financially from oil, gas, and coal industries deny the need for clean energy alternatives. By **casting doubt** on science, a few **skeptics** have caused a large number of people to question whether man-made climate change even exists. Ignoring a **time-sensitive** topic like the environment creates a vicious cycle. If the public doesn't rate the environment as a major concern, world leaders won't, either. How long can we ignore Mother Nature's warning signs?
3. Environmentalists always said that the first place humans would see **undeniable** evidence of global warming would be in the Arctic. In 2012, the summer sea ice in the Arctic was at a record low. Ice experts have warned that sea ice in the Arctic will likely be nonexistent within a few years. Instead of being concerned by these dangerous signs of global warming, some business thinkers are already considering potential opportunities. After all, open waters will lead to new shipping channels. We'll need stronger sunscreen products, too.
4. Global warming affects the whole planet, yet the world's leaders can't agree on what to do about it. Many leaders from have-not countries think they should be **off the hook**. They don't believe their people contributed to the problem, and they want wealthy nations to fix it. Developed nations aren't as wealthy as they look. They're in debt, at war, and addicted to consumption. Passing a problem down to future generations just seems easier, doesn't it?

Ocean Garbage

A. Vocabulary Preview

Match the words on the left with the correct meanings on the right.

- | | |
|-----------------------|--|
| ___ 1. debris | a) unaided vision, without binoculars, satellites, or cameras |
| ___ 2. current | b) to eat or swallow |
| ___ 3. microplastic | c) to get stuck in something such as a net or rope |
| ___ 4. the naked eye | d) something that makes an experience difficult or problematic |
| ___ 5. ingest | e) a system of pipes and drains that carries waste water |
| ___ 6. hazard | f) tiny bits of plastic |
| ___ 7. plankton | g) a danger |
| ___ 8. malnutrition | h) to discard garbage carelessly |
| ___ 9. entangle | i) tiny organisms in the water that fish feed on |
| ___ 10. nuisance | j) not enough nutrients to sustain a healthy life |
| ___ 11. litter (verb) | k) a constant flow of surface water in one direction |
| ___ 12. sewer | l) leftover or unwanted materials, trash |



Ocean Garbage cont.

B. Reading

OCEAN GARBAGE

More plastic than plankton

1. Marine **debris** comes in all shapes, sizes, and depths. It may float on the ocean's surface or sink to the ocean floor. Trash also washes up on the shores. In 1997, Captain Charles Moore discovered a massive pile of trash in the North Pacific Ocean. Due to ocean **currents**, this trash heap continues to grow, and is now known as the "Great Pacific Garbage Patch."
2. Marine biologists looked carefully at ocean garbage after Captain Moore's discovery. They found that most of the debris was made of plastic. Over time, sun reduces plastic into tiny pieces called **microplastics**. This debris is difficult to see with **the naked eye**. Scientists began studying the effect on marine life. They found that hundreds of thousands of birds and sea creatures were **ingesting** microplastics and bottle caps.
3. Ingestion of plastics isn't the only **hazard** of marine trash. Debris reduces the amount of sunlight that shines beneath the ocean's surface. Tiny organisms, such as algae and plankton, rely on the sun for survival. Sadly, today's ocean water samples often contain more plastic than **plankton**. This results in **malnutrition** in many different species. Sea creatures also get **entangled** in our trash. To a hungry sea turtle, a floating plastic bag may appear tasty like a jellyfish. The turtle will feel helpless when it gets stuck inside the bag.
4. Ocean garbage doesn't just affect marine life. Human health is also at risk from this debris. Chemicals from plastics, batteries, electronics, and cleaning products end up in our seafood. This may cause diseases in humans and reduce our ability to reproduce.
5. Ocean garbage is also bad for the economy. Cleaning up oceans and beaches takes money, time, and resources. Nobody wants to spend their holiday in a garbage patch. The debris is also a **nuisance** for fishermen. It's not uncommon for a fisherman to catch more trash than fish.
6. How does trash end up in the ocean in the first place? **Littering** at the beach or on a cruise is one way. Being careless is another. When trash cans overflow, garbage blows into **sewers**. Before long, this trash makes its way into rivers, lakes, and oceans. Will you think twice before you add your empty bottle to the top of an overflowing bin?

My Group

A. Getting into Groups

It's time to get into groups for your project! Your teacher will tell you how many people each group will have. Which method do you prefer for choosing group members? Check your preference.

- I want to choose my group members.
- I want my teacher to choose my group members.
- I want group members to be chosen randomly.
- I have another idea for choosing group members.

Discuss your preferences as a class, and get into groups using one of the methods above.

C. My Group Members

List your group members by name. Then find out what their strengths are (speaking, researching, technology, art, writing, interviewing, social media, etc.). Decide how you will contact each other outside of the classroom. Gather email addresses, social media profiles, cell numbers, etc. You may also want to plan to have a group chat outside of class time.

| Name | Strengths | Contact Information |
|------|-----------|---------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

B. Discussion

Discuss the quote below with your new group members. Talk about how much time humans have to reverse the environmental damage. Or is it too late?

“Our very health and survival are at stake, yet we act as if we have plenty of time to respond.”

—David Suzuki

Project Requirements

This section is a layout of your entire project. Your teacher will tell you the due dates for each section. Read through the project requirements and fill in the due dates. Note that you do not have to choose your environmental topic or complete these tasks yet. Each group will have to complete the following tasks over the next few weeks.

A. About

Write a brief overview about your environmental issue (200 words max). This will be used in your introductory remarks of your presentation.

Deadline: _____

B. Fact Sheet

Compile a list of facts and figures related to your issue. Keep a list of all of your sources.

Deadline: _____

C. Problems & Solutions

Write a list of problems and solutions related to your environmental issue.

Deadline: _____

D. Visual

Prepare a poster or video about your environmental issue. Your poster or video should include the following:

Deadline: _____

- a brief overview of the environmental issue
- how this issue applies to your group's nation
- a few key facts and figures
- how to reverse the damage
- what your nation's government will do
- tips for everyday people to resolve the environmental issue in their own area



Project Requirements cont.

E. Presentation (at the Earth Summit)

On the day of your presentation, your group will represent a specific country. The leaders from your country will tell the other leaders (your classmates) why your environmental issue is important. Your group will show a video or poster and share your research with the summit attendees.

Deadline: _____

Our Presentation Date: _____

F. Budget & Vote

After the presentations, each group (country) will hold a final group meeting. Each country will determine what percentage of their environmental budget will be used to address each environmental issue mentioned at the summit. Groups will present their budgets to the class and also compete to receive one billion dollars of extra funding from the UN. There will be a class vote to see which group deserves the UN funding after submitting your budget. See page 18 for a template.

Date: _____

Notes & Tips

If your teacher has special notes, tips, or reminders about this project, add them here:

Thinking about Environmental Issues

A. Reading for Inspiration

ESL Library has an index of many different environmental topics:

<https://esllibrary.com/collections/1/lessons>

Before you choose your topic for the group project, your group will do a little research about two of the following environmental issues: *Overfishing, Food Waste, Deforestation, Vanishing Honeybees.*

Ask your teacher for a reading on **one** of the topics above. Read the article with your group members and summarize what you learned in your own words. You may also want to do some additional research.

Environmental Topic: _____

B. Listening for Inspiration

Now choose **one** of the other three topics that you did not use in the section above.

Visit <http://blog.esllibrary.com/category/podcasts/> and search for the podcast on this topic.

Take some notes as you listen to the podcast. Summarize what you heard in your own words. You may also want to do some additional research.

Environmental Topic: _____

Our Topic Proposal

Now it's time to choose your environmental issue for your project. Work with your group to decide on a topic that you want to use. Only one group in each class may choose one issue. Each group must represent a different country.

A. Environmental Issue

Work together with your group members to brainstorm some environmental issues that you're interested in. Think of at least as many environmental issues as there are members in your group.

Suggested Environmental Issues:

Vote on the environmental issue that you want to focus on. Choose the one that gets the most votes or the strongest argument. Remember that you can't choose an issue that another group is using, so have a second and third choice.

Chosen Environmental Issue:

B. Country of Focus

Work together with your group members to decide which country you will represent. Choose a region of the world where this environmental issue is a major problem. No two groups can choose the same country.

Suggested Countries:

Vote on the country you want to represent.

Chosen Country:

Teacher's Comments & Initials

Share your topic proposal with your teacher. Make some notes about any questions or concerns that your teacher has. Get your topic approved before you move on.

To-Do Lists

A. Project Checklist

Over the next few weeks, you will work with your group to complete Steps A–E from pages 10–11 (your About, Fact Sheet, Problems & Solutions, Visual, and Presentation tasks).

Use the checklist to the right to stay on track. Check off each task as your group completes it.

PROJECT REQUIREMENTS

- About
- Fact Sheet
- Problems & Solutions
- Visual
- Presentation
- Budget & Vote

B. Further Planning

Use the space below to plan your project in more detail.

RESEARCH

Here are our research plans:

- _____
- _____
- _____
- _____
- _____

PRODUCTION

Here are our plans for project development:

- _____
- _____
- _____
- _____
- _____

RESOURCES & EQUIPMENT

Here are some things we will need for our project and presentation:
(Add team members' names beside items.)

Resources

- _____
- _____
- _____
- _____
- _____

Equipment

- _____
- _____
- _____
- _____
- _____

Mini-Project

Before you can convince your government to fund your environmental issue, learn about the Kyoto Protocol. Read about this international agreement, and complete the mini-project on page 16. Analyze the skills of your group members as you work on this mini-project together.

A. Reading

1. The 1997 Kyoto Protocol is an international agreement that deals with global warming. Global warming is caused by an increase in greenhouse gases in the earth's atmosphere.
2. Greenhouse gases are produced by the industrial activities of developed nations, mainly from burning oil, gas, and coal. When these gases collect in the atmosphere, they **trap** heat near the earth's surface and cause the global temperature to rise. This increase in temperature can produce changes in wind patterns and **precipitation**. These changes can lead to severe weather such as **droughts**, floods, or powerful hurricanes that can have **devastating** social and economic **consequences**.
3. The Kyoto Protocol was created to encourage countries to **reduce** the amount of greenhouse gases they produce and to become more energy efficient and socially responsible. To be **legally binding**, the protocol had to be signed by 55 countries that produced 55% of the industrialized world's greenhouse gases in 1990.
4. Several countries, including Canada, Japan, and the European Union, signed the protocol, but there was concern that the required numbers to make it legally binding would not be reached. However, Russia's decision to sign the protocol in September 2004 ensured it would take effect. In return, the European Union **pledged** to support Russia's application to join the World Trade Organization. Russia's signature was **crucial** because both the United States and Australia refused to ratify the protocol.
5. In February 2005, 30 industrialized countries started to limit or reduce their greenhouse emissions to meet the scientific **targets** set out for them by the protocol. The goal was to reduce greenhouse gases by 5% by 2012. Countries that had not produced significant amounts of greenhouse gases in the past, including India and China, would be expected to participate in the protocol as they become more industrialized.
6. While Canada was one of the first to sign the protocol, its greenhouse gas emissions rose significantly. In 2011, prior to the expiry of Kyoto, Canada pulled out of its commitment. In 2012, Australia, the European Union, and several developing nations agreed to work toward a replacement treaty. The proposed goal was to prevent global temperatures from ever rising more than two degrees Celsius. However, Canada, the US, Japan, and Russia refused to sign on to Kyoto's extension.



Mini-Project cont.

B. Comprehension

Work together as a group to complete the chart below. Notice that this short assignment is a mini-version of your big group project.

| | |
|---|---|
| <p>About</p> <p>Write a 100–200 word overview about the Kyoto Protocol.</p> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p>Fact Sheet</p> <p>Share some point-form facts about the Kyoto Protocol (in your own words). Add at least two extra points that are not in the reading. (Do some research. Note your sources.)</p> | <ul style="list-style-type: none">• <hr/>• <hr/>• <hr/>• <hr/>• <hr/>• <hr/>• <hr/> |
| <p>Problems & Solutions</p> <p>Write three problems caused by greenhouse gases and offer a solution for each problem (in your own words).</p> | <ol style="list-style-type: none">1. <hr/><hr/>2. <hr/><hr/>3. <hr/><hr/> |
| <p>Visual</p> <p>Find and watch a video about the Kyoto Protocol. Share the link here:</p> | <hr/> <hr/> <hr/> |

Assessment Information

A. Overview

For your group project, you will be assessed individually and as a group. Your teacher will review your progress and group participation during every stage of development (see pages 10–11). Individual assessment includes teacher evaluation, peer evaluation, and self-reflection. Your group will also receive an overall mark for the project.

In Summary

You will be marked on your ability to:

- work together
- solve problems
- make group decisions
- meet deadlines
- create an attractive finished product
- speak in front of others
- persuade others

B. Evaluation Areas (The 4 C's)

Critical Thinking

- considering the project's driving question
- choosing relevant topics
- narrowing down a topic
- figuring out what's important to learn and teach
- prioritizing
- analyzing sources

Communication

- participating in informal group discussions
- listening and reading for information
- following written and spoken instructions
- paraphrasing and summarizing
- presenting information in writing
- delivering a prepared presentation
- persuading others
- writing written reflections
- citing sources

Collaboration

- coordinating and meeting group deadlines
- working with new people
- isolating group members' strengths and weaknesses
- delegating tasks
- sharing research with group members
- making suggestions
- editing and providing peer feedback

Creativity

- finding interesting ways to make group decisions
- finding unique ways to include everyone in the project
- finding a variety of types of research sources
- presenting information in a unique way
- keeping the audience interested
- finding an interesting way to reach a public audience
- making the end product attractive

Teachers' Notes

PROJECT DESCRIPTION:

This theme-based module on the Environment is intended as a group project that can be completed within a two- to four-week time period along with other coursework. This project includes tasks that are useful for individual, peer, and group assessment. Teachers can add or remove tasks to meet students' needs. Additional ESL Library materials and resources are required or suggested throughout the Teachers' Notes.

LEVEL: Int – Adv

TIME: 2–4 weeks

TAGS: project-based learning, PBL, project, environment, Earth Day, Earth Hour, country, assessment, group project, group work, LINC

NOTE: Earth Day is on April 22 and makes an ideal start or finish date.

Warm-Up

A. CLASS DISCUSSION

Begin with a class discussion about environmental concerns around the world.

1. Answers will vary.
2. Answers will vary.
3. Earth Hour is an organized effort by the World Wildlife Fund (WWF) to encourage people to reduce their energy consumption by turning off their lights and refraining from using electricity for one hour in March. The first Earth Hour was held in Sydney, Australia in 2007. It is held annually at the end of March. Learn more here: <https://www.earthhour.org>
4. A summit is an informal meeting (often of world leaders) to discuss a specific topic or problem.

B. EARTH SUMMITS

Use this activity to assess your students' research skills. You can assign this for individual homework or pair work if your students have Internet access.

1. The first Rio Earth Summit took place from/between June 3–14, 1992.
2. 172 world leaders attended the first Earth Summit.
3. Answers will vary.
(hazardous waste, water supply, fossil fuels, emissions)
4. The Rio Earth Summit led to the Kyoto Protocol.
(Students will learn more about this on page 15.)
5. Rio +10 was held in Johannesburg, South Africa.

6. Rio +20 is short for Rio Earth Summit 2012.
7. In 2015, the UN held an environmental conference on climate change.
8. The 2015 conference was held in Paris, France.
9. The location and timing of the 2015 conference was significant because it was shortly after the Paris terrorist attacks. By not canceling the event, World leaders showed the world how important the environment is, and what a big problem climate change is.
10. Earth Day is on April 22.

C. YOUR CLASS'S EARTH SUMMIT

After completing Part B, have your class work together to brainstorm names for the Earth Summit that you will be holding as the final part of the project. Then hold a class vote to decide on the best name for the Earth Summit.

D. CLASS SURVEY

Your students will survey each other to find out which issue they consider to be more important, Climate Change or Ocean Garbage. Continue to pages 5–6 or 7–8. You could also divide your class in half and have groups learn different information and summarize it for each other.

(continued on the next page...)

Teachers' Notes cont.

Climate Change

A. VOCABULARY PREVIEW

- | | | | | |
|------|------|------|------|-------|
| 1. b | 3. a | 5. e | 7. d | 9. j |
| 2. i | 4. c | 6. h | 8. g | 10. f |

B. READING

After your students read the article, check their comprehension using the questions in Part C.

C. COMPREHENSION

This section is not listed in the main lesson.
Ask your students the following questions orally.

Questions

- According to the reading, what lifestyle changes do humans need to make?
- What examples of freakish weather are mentioned?
Can you think of any others?
- Why would some people want to ignore or even deny man-made climate change?
- Paraphrase the vicious cycle mentioned in the reading.
- Why does the reading mention sunscreen products?

Answers

- According to the reading, humans need to reduce their carbon footprint and find clean energy alternatives.
- Examples of freakish weather mentioned include hurricanes, droughts, and heat waves. They may also think of forest fires, tornados, flash floods, cyclones, tsunamis, and earthquakes.
- Some people want to ignore or even deny man-made climate change because they have investments in oil, coal, or gas.
- According to the reading, when leaders don't make something like the environment a top priority, the public won't rate it as an important issue. Leaders don't tackle issues that the public doesn't consider important. This is a vicious cycle when you have a time-sensitive issue like global warming.
- The reading mentions sunscreen products because some business-oriented people are already thinking about how they can cash in from global warming.

Ocean Garbage

A. VOCABULARY PREVIEW

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. l | 3. f | 5. b | 7. i | 9. c | 11. h |
| 2. k | 4. a | 6. g | 8. j | 10. d | 12. e |

B. READING

After your students read the article, check their comprehension using the questions in Part C.

C. COMPREHENSION

This section is not listed in the main lesson.
Ask your students the following questions orally.

Questions

- What did Charles Moore discover?
- Why don't the oceans appear as unhealthy as they really are?
- How does ocean debris affect tiny organisms like plankton?
- How is the health of humans at risk from marine debris?
- What is one simple thing humans can do to reduce the amount of trash that ends up in sewers?

Answers

- Charles Moore discovered a massive pile of trash in the North Pacific Ocean.
- The oceans don't appear as unhealthy as they are because microplastics are difficult to see with the naked eye.
- Ocean debris blocks sunlight and prevents tiny organisms like plankton from living.
- Human health is at risk from marine debris because the chemicals end up in our food source (seafood).
- Humans could avoid using overflowing trash cans.

(continued on the next page...)

Teachers' Notes cont.

My Group

Decide how many people you want each group to have. You can give your students an opportunity to make groups in the way that they prefer, or you can assign groups. Next, give students some time to discuss the quote, get to know each other, and exchange contact information.

Project Requirements

Decide on the due dates for each section. Go over the outline with your students, and provide deadlines for them to fill in. Add any special notes or requirements. Note that they do not have to choose their topic or complete the tasks at this point.

Thinking about Environmental Issues

A. READING FOR INSPIRATION

On ESL Library, there are many lessons about environmental issues. For this section, your students will tell you which reading they want to read for inspiration before choosing a project topic. They can choose from the following four environmental issues: *Overfishing (The End of Sushi?)*, *Vanishing Honeybees*, *Deforestation*, or *Food Waste*. Print the readings you need from ESL Library's Discussion Starters section (page 2 of each lesson). You can decide whether to print a copy for each group member or just one for each group. Remind students that these topics are for inspiration. They will have to choose a different topic than the one they read about for their own project.

- *Overfishing:*
<https://esllibrary.com/courses/72/lessons/1955>
- *Vanishing Honeybees:*
<https://esllibrary.com/courses/72/lessons/1280>
- *Deforestation:*
<https://esllibrary.com/courses/72/lessons/1278>
- *Food Waste:*
<https://esllibrary.com/courses/72/lessons/1281>

You can also search for other Environmental lessons in the library from our Lesson Collection: <https://esllibrary.com/collections/1/lessons>. Make sure to choose a topic that has a podcast. Use the search field on our blog to locate the student-accessible audio: <http://blog.esllibrary.com/category/podcasts>

B. LISTENING FOR INSPIRATION

Groups will now choose one of the three topics that they did not use in the section above.

Show them how to find the audio by searching through ESL Library's podcast section: <http://blog.esllibrary.com/category/podcasts>

Our Topic Proposal

For this project, your students will choose one environmental issue to focus their research on. Make sure they don't choose a topic that they have already done a lot of research on. Your students will also choose one country to represent. Make sure that each group represents a different country and topic. Give students time to come up with their topic proposals. Provide your initials if you think the proposal is ready. Suggest changes if you have some concerns.

To-Do Lists

Encourage your students to track their progress and organize their work using the provided To-Do lists. They can add to this page as they work on the project. Each group may only need one copy of this page. Below are some tips and resources for each step of the project (the steps that were outlined on pages 10–11). Note that it's up to the teacher to decide on the format for each task. For example, you may have students submit some tasks in writing, whereas other tasks may be completed orally or digitally.

(continued on the next page...)

Teachers' Notes cont.

To-Do Lists cont.

A. ABOUT

In this section of the project, your students practice summarizing and paraphrasing what they've learned in their research. By the time of completion, this paragraph should be a polished piece of writing.

B. FACT SHEET

Help your students find the most important information to go into their point-form bullets. They may need help writing numbers. This will also come in handy when it comes time to designate funds to the nations after the presentations. See ESL Library's lesson, *Saying & Writing Numbers*: <https://esllibrary.com/courses/92/lessons/1957>

C. PROBLEMS & SOLUTIONS

Suggest ways that students can find solutions to their problems, such as brainstorming and doing online research.

D. VISUAL

If your students are making videos for this portion of the project, you may want to provide a suggested length. Check out these blog posts for ideas on presenting research in a visual way: <http://blog.esllibrary.com/2015/06/02/summer-teacher-pd> and <http://blog.esllibrary.com/2016/06/02/14-free-web-tools-and-apps-for-students-to-present-their-knowledge>.

E. PRESENTATION

Before completing this step, make sure you do the Mini-Project on pages 15–16. After that, give students a set amount of time to present their environmental issue to the world leaders (the classroom). You could invite students to make the classroom look and feel like the country where the summit is taking place. Every group member should play a role, even if some do more of the talking. Make sure that the audiovisual requirements that your students requested are available. Have peer-evaluation and self-evaluation forms available for the class. See Resources: <https://esllibrary.com/resources>. Assess group members'

individual and group efforts. You may also want to assess the audience's participation during the presentations.

Note: Public Involvement

Challenge your students to think of ways to involve the public at this stage in the project. For example, students could create a survey with the presentation topics and ask friends, relatives, or other students to choose the issue that is most important. This could help them make their budget decisions (F). Students could also invite guests to the actual presentations.

F. BUDGET AND VOTE

After the presentations, each group will have a final meeting to decide how much of the budget their country's government plans to use annually to tackle the environmental issues that were presented at the summit. Groups can work in percentages based on a 100% total environmental budget for their country—see page 18. Then groups will present their budgets to the class. Next, hold a vote to determine which group will get one billion dollars of extra environmental funding from the UN (i.e., they will vote on which group's issue is the most important overall). Give your students the ESL Library Resource on *Saying & Writing Percentages*: <https://esllibrary.com/resources/2213>

Mini-Project

Your students will now do a mini-project that is similar to the main group project. They will read an article about the Kyoto Protocol and fill out a form on page 16. Students should use this time to find the strengths of their group members. Your students will need access to the Internet to complete the video component. You can decide if you want every group member to fill in and hand in page 16, or if you want one group submission. Offer feedback that will help your learners in their main project. Use this time for formative assessment.

(continued on the next page...)

Teachers' Notes cont.

Assessment Information

Go over the requirements with your students, and explain how you will assess your students individually and as a group. You can give your students two to four weeks to complete this project. Some of the project may be done in class and other parts may be done outside of class.

NOTE:

As your students work in groups, you will notice areas of language that need improvement. You can offer mini-lessons to individual groups or to the class as a whole. Here are some lessons you may want to try. Search ESL Library's lesson library and blog for other materials that you need.

- *Saying & Writing Numbers:*
<https://esllibrary.com/courses/92/lessons/1957>
- *Following Instructions:*
<https://esllibrary.com/courses/92/lessons/2119>
- *Interrupting:*
<https://esllibrary.com/courses/92/lessons/1747>
- *Asking for Clarification:*
<https://esllibrary.com/courses/92/lessons/1735>
- *Expressing Confusion:*
<https://esllibrary.com/courses/92/lessons/1744>
- *Modals of Advice:*
<https://esllibrary.com/courses/88/lessons/1629>

SPELLING NOTE:

Note that *Toward* is preferred over *Towards* in American and Canadian English, while *Towards* is preferred in British English. Also, note that *Prioritize* and *Organize* can be spelled *Prioritise* and *Organise* in British English. *Skeptic* is also spelled *Sceptic* in British English.