

CLASS: PEDAL LEVEL 4 - In-person

TOPIC: Environmental Protection

DATE: April 11, 2025

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PPT: <https://docs.google.com/presentation>

Lesson Objectives:

1. SWBAT express personal opinions on environmental issues using appropriate environmental vocabulary from the previous class.
2. SWBAT summarize key points about air-inking and mushroom packaging.
3. SWBAT discuss air-inking and mushroom packaging.
4. SWBAT apply key language items (e.g., conditional sentences, comparative structure, and relevant environmental vocabulary) to write a persuasive paragraph to promote a green technology using the PEEL structure.

Description / Time	Strands	Activity Stages	Language Forms	Materials
Pre-Class (Music)				
(3 min)		T - Welcome		
Welcome + Intro		T & S - Quick self-introduction		
Warm-up Activity				

(5 min) Photo Comparison & Class Discussion	FD	T - Show contrasting images of an environmental site (past vs. present) and ask guiding questions to prompt observation and discussion S - Share what they notice in the images and use vocabulary from last class to answer the questions Guiding Questions: 1. What can you see in the images? 2. What are the differences between the past and present photos? 3. Does the environmental change appear to be sustainable? 4. What environmental issue does this change show?	Listening & Speaking Review: - Vocabulary: Sustainable - Comparative structure (e.g., The ice was solid and thick before, but now it has melted away completely)	Photo Link: https://climate.nasa.gov/images-of-change/?intent=131&id=212#212-pedersen-glacier-melt-alaska Photos in the slides ipads x4
(5 min) Group Discussion: Personal Connection	FD	T - Check grouping & provide guiding questions to help S reflect on the environmental issues they noticed. S - Discuss an environmental issue in their country & type the issue they have discussed in the web poll (each group at least 2) Guiding Questions:	Listening & Speaking	Poll Link: https://pollev.com/shiyaouxu106 QR code in the slides * If necessary, provide environmental issue concepts with images

		1. Have you noticed any environmental changes or environmental issues? If so, what are they? Where are they? 2. What has caused the change or problem to happen?		for S's reference on the slides
(5 min) Class Sharing	FD	S - Share the environmental issues and causes they have discussed in groups T - Wrap-up and transition to the next activity Guiding Questions: 1. What are some common environmental issues? 2. Can you think of any eco-friendly solutions that would help improve this place? 3. How might people living in this area be affected by these environmental changes?	Listening & Speaking Review: - Vocabulary: Eco-friendly	Show Poll Result
Jigsaw Activity				

Activity: Jigsaw activity on innovative environmental protection measures (25-30min)	MFI & MFO	Part 1: Ss will be divided into four groups, with every two groups assigned to the same topic with guiding questions (7-10min reading + 5min discussion) Groups share their answers to the class (10min) Guiding questions: 1. What is airink/mushroom packaging? 2. How to make airink/mushroom packaging? 3. What are the uses of airink/mushroom packaging 4. What are the pros and cons of airink/mushroom packaging Part 2: T- rearrange groups, make sure each group has two different technologies. S- Each group will discuss the two technologies with guiding questions provided (8 min) S- Groups share their findings (10 min) During sharing, T will write down some key points on the whiteboard. (They can use this information during the writing part) Guiding questions: 1. What are the benefits of your technology in the long term? 2. What could be some long-term	Reading & Speaking	https://docs.google.com/document/d/1c3JtFKA085IXfXDsmQMuprUvBvN3eAmJbK4YW87368Y/edit?usp=sharing https://docs.google.com/document/d/1_vjVO4kcEvNxNK56tw2sETeRVkj7dXM2xH5cF3V_Gmc/edit?usp=sharing The excerpts are controlled in about 250 words, and the wording is also modified to ensure readability.
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		limitations of your technology?		
Writing Activity				
(3 min) Task Setup: Green Startup Pitch Competition	N/A	T- Introduce the writing scenario: You are part of a green startup company preparing for a pitch competition. Your team has some eco-innovation projects, including Mushroom Packaging and Air Ink. Choose one to promote. T- Briefly explain that students will write a persuasive paragraph to support their chosen technology. S- Listen to the task context and ask questions if needed; begin thinking about which project they want to support.	N/A	
(7-10 min) Scaffolding: Writing Structure and Language Support	LFL	T- Introduce the PEEL structure for writing persuasive paragraphs (Point, Evidence, Explanation, Link). Write the structure on the board and briefly explain each part. T- Provide a short sample persuasive paragraph. Ask students as a class to identify which sentence belongs to which part of PEEL. S- Read the sample paragraph and identify the PEEL structure in it. Note useful sentence patterns.	Speaking Language Forms: - PEEL structure - Vocabulary - Comparative structure - Conditional sentence structure - Persuasive phrases	PEEL Structure: https://docs.google.com/document/d/1G5lKyI7DPxC_fIW6pJDSRngSIkDKDLdvBGRroAyrX_A/edit?usp=sharing Sample Persuasive Paragraph: https://docs.google.com/document/d/1IbLNmD0R9JJmA4H-0qAwnWnG-Cd3o8W

		T- Assisted with the sample paragraph, remind Ss that they can use comparative structures and vocabulary learned from the previous class (e.g., more eco-friendly than...) and conditional sentences (e.g., If more people use this, it will...) to strengthen their writing.		wXa1-UvAUNjM/edit?usp=sharing
(10-13 min) Writing Time: Promote the Technology	MFO	T- Instruct students to begin writing their persuasive paragraph (approx. 100 words) to support either Mushroom Packaging or Air Ink. Remind them to use the PEEL structure and suggested grammar forms (comparatives, conditionals, that-clauses). S- Write a persuasive paragraph individually, using notes, sentence frames, and the PEEL structure. Ask the teacher for help if needed. T- Walk around the room to monitor students' progress. Offer support with vocabulary, idea organization, and grammar usage as needed.	Writing	Handout: https://docs.google.com/document/d/17L63Yb6gFLxNWsFOIwRr5a_efuntkiw_721vwRW-NRc/edit?usp=sharing
(7 min) Peer Sharing and Reflection:	FD	T- Instruct students to share their paragraphs in groups of 2–3. Encourage students to give feedback and comments. S- Take turns reading their paragraph in their group. Listen actively and respond with short comments or questions.	Speaking	
		Guiding Questions: 1. Does your classmate use PEEL		

		structure? Can you identify which sentence belongs to which part of PEEL? 2. Is the opinion clear? Is there a strong reason and example that convinces you? 3. What language does your classmate use to strengthen their argument? Look for things like conditionals or comparisons.		
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*Contingency plan:

- Fewer guiding questions will be provided
- Team Pitch Practice in the writing section if we still have time