

Creative Seeds



UNIT 2: ECO WARRIORS

Theme: Environmental Awareness



PERSUASIVE
SPEECH

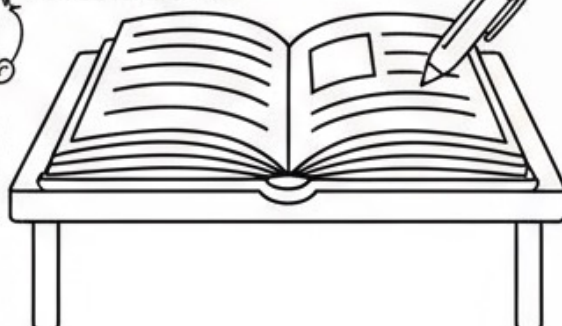
GREEN
SCHOOL



GREEN SCHOOL
DAY STORY



4-picture
sequence



Unit 2 Overview: *Eco Warriors*

Theme: Environmental Awareness

Welcome to Unit 2, *Eco Warriors*—a unit that inspires students to become leaders for the environment. In this unit, students will explore ways to protect and improve their surroundings while learning how small actions can create a meaningful impact. Through focused tasks, they will develop persuasive communication and writing skills to promote positive environmental change.

Speaking Focus: Persuasive Speech

Students will plan and deliver a persuasive speech as part of the *Eco Warrior Competition*. They will present how their class is helping the environment at school, sharing specific actions, explaining their impact, and describing the green activity designed by the class. This task enhances their ability to persuade, structure arguments, and speak with clarity and conviction.

Writing Focus: Green School Day Story

Using a four-picture sequence, students will write a narrative about a school's green day initiative. They will practise using **passive voice** to vary sentence structure and emphasise the actions taken, such as planting trees and recycling. This skill will help students write more dynamic and formal sentences, essential for effective storytelling.

Learning Objectives

By the end of this unit:

- Students will be able to deliver a persuasive speech that motivates environmental action.
- Students will be able to write a four-paragraph story using passive voice effectively.
- Students will be able to connect their learning to real-world environmental issues and inspire change.

We hope this unit encourages students to care for their planet, speak confidently about environmental issues, and write with purpose.

Let's make a difference together!

Part 1: Speaking – Persuasive Speech

1.1 Warm-Up: Green Vocabulary Practice

Match each word (A–H) with its correct definition (1–8). Write the letter of the correct word next to each number.

A. Recycling	B. Upcycling	C. Reduces	D. Compost	E. Landfills
F. Environmental Awareness	G. Sustainability			H. Reuse

- 1. ____ Making something new and useful from old or unwanted things.
- 2. ____ Using things again instead of throwing them away or buying new ones.
- 3. ____ Collecting and changing waste so it can be used to make new products.
- 4. ____ Rich soil made from food and plants that helps new plants grow.
- 5. ____ A place where rubbish is buried under the ground.
- 6. ____ Knowing and caring about how to protect the Earth.
- 7. ____ To make something less, e.g. less waste, less pollution, or less energy use.
- 8. ____ Using natural resources carefully so people and nature can live well now and in the future.

1.2 Planning Your Speech

Use the outline below to plan your presentation.

Part 1 – Introduction and Event Name

What green event do you want to talk about? Why is this event important for your school or community? Try to grab the listener’s attention with a strong opening sentence.

Part 2 – First Action and Its Impact

What is your first action? How will it help the environment or your school? Use connecting phrases like “This helps us to...” or “As a result...”

Part 3 – Second Action and Its Impact

What is another action you can add to your plan? What positive effect will this action bring? Show your passion — persuade your audience that it’s a worthwhile idea.

Part 4 – Call to Action or Reflection

End your speech with a motivating message. What do you want your classmates or teachers to do or think after hearing you? Finish with a memorable final line.

1.3 Green Activity Planning – “Actions” Page

Task: Plan Your Green Actions

- 1. Read the list of possible actions provided.
- 2. Choose one or two actions for your Green Activity Plan.
- 3. Fill in the table below with details about when, what, who, where, and how often each action will happen.
- 4. Be clear and realistic — think about what your class can actually do.

Action Planning Table					
Action	When will it happen?	What will you do?	Who will do it?	Where will it take place?	How often?
1.					
2.					

Possible Actions

1. Plant flowers, herbs, or vegetables.

2. Use food scraps as compost.

3. Work in garden teams to care for plants.

4. Set up bins for paper, plastic, and metal.

5. Sort waste during “Recycling Week.”

6. Keep a record of how much waste is reduced.

7. Turn off lights and devices when not in use.

8. Use natural light or open windows.

9. Unplug chargers and electronics after class.

10. Walk, cycle, or carpool with friends.

11. Make posters to promote clean transport.
12. Create a “safe route” map for students.

13. Pick up litter around the school.

14. Sort collected waste into proper bins.

15. Collaborate with local community groups.

16. Turn old boxes or bottles into new crafts.

17. Display projects during school events.

18. Teach others how to reuse materials creatively.

19. Make posters, write speeches, or debate on green topics.

20. Invite guest speakers or run workshops.

21. Encourage others to join eco-friendly actions.

1.4 Green Activity Planning – “Impact” Page

Task: Explain the Impact of Your Actions

- 1. Look back at the actions you wrote on the previous page.
- 2. For each action, think about how it helps the environment, the school, or the community.
- 3. Fill in this table to show the cause-and-effect relationship between your actions and their impacts.
- 4. Use connecting words like because, so that, this helps to, or as a result in your explanations.

Impact Planning Table			
Action	Environmental Impact (What changes in nature?)	Social or School Impact (How it helps people at school?)	How does this action make a difference? (Explain)
1.			
2.			

Possible Actions

1. Makes the school greener and more attractive.

2. Improves air quality and provides learning experiences.

3. Reduces rubbish going to landfills.

4. Builds good recycling habits.

5. Saves electricity and reduces pollution.

6. Encourages responsible energy use.

7. Cuts down air pollution and traffic.

8. Promotes fitness and good health.

9. Keeps the school and neighbourhood clean.
10. Builds teamwork and civic responsibility.

11. Reduces waste through reuse.

12. Inspires creativity and environmental awareness.

13. Raises awareness about global environmental issues.

14. Empowers students to take action.

1.5 Green Activity Planning – Introduction & Event Name

Task: Write your introduction to capture the listener’s attention.

- 1. Start with a **hook** — a question, a surprising fact, or an emotional statement.
- 2. Introduce the **event name** (your chosen green activity).
- 3. Explain briefly **why it’s important** for your school or the environment.

Paragraph 1 Planning Table

What to include	Your Notes / Sentences
Hook or Opening Question	
<i>Example: Have you ever thought about how much rubbish our school produces every day?</i>	
Name of your event	
<i>Example: My green event is called “Clean & Green Week.”</i>	
Why it’s important	
<i>Example: It will help us learn to take care of our school and protect the environment.</i>	

- Possible Event Name
1. School Garden Project

2. Recycling Program

3. Energy Saving Campaign

4. Walk or Cycle to School

5. Clean-Up Event

6. Upcycling Craft Fair

7. Environmental Awareness Week

1.6 Green Activity Planning – Call to Action / Reflection

Task: End your speech with a motivating and inspiring message.

- 1. Show your belief in the power of small actions.
- 2. Invite everyone to join you or support your idea.
- 3. End with a strong, memorable closing sentence.

Paragraph 4 Planning Table

What to include	Your Notes / Sentences
Personal belief or reflection	
<i>Example: I believe every student can make a small change that helps our planet.</i>	
Call to action	
<i>Example: Let’s all work together to recycle and keep our school clean!</i>	
Final strong closing line.	
<i>Example: Together, we can make our school a shining example of a green future!</i>	

1.7 Form a Group and Practice

Form groups of two to share your persuasive speech for the Eco Warrior Competition. Each group member will take turns to present how his/her class is helping the environment at school. He/she will introduce the green activity, describe the actions taken, explain their impact on the school and environment, and end with a strong call to action to inspire others.

Referring to the Performance Checklist below, provide feedback to each other.

My classmate:	
Did my classmate speak clearly and loudly enough?	
Did my classmate maintain a steady pace without rushing?	
Did my classmate use proper body language?	
Did my classmate make eye contact?	
Did my classmate smile and appear friendly?	
Did my classmate speak confidently?	

1.8 Class Showcase

Present your speech to the class.

Performance Checklist: Do a self-evaluation and tick the right box.

	Myself
Did I speak clearly and loudly enough?	
Did I maintain a steady pace without rushing?	
Did I use proper body language?	
Did I make eye contact?	
Did I smile and appear friendly?	
Did I speak confidently?	

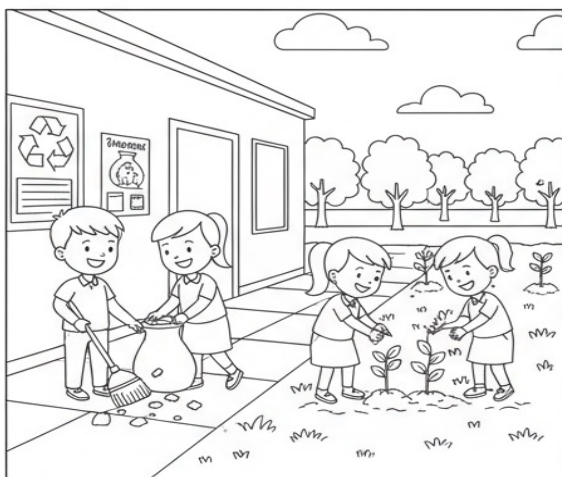
Part 2: Writing – Green School Day

2.1 Picture Sequence

Look at the four pictures and describe what has happened.

Our school has announced Green School Day, a special event to help protect the environment and make our school greener. Everyone is excited as classes begin preparing for the activities—cleaning the school, recycling rubbish, and planting new trees to make our surroundings cleaner and more beautiful.

Green School Day



2.2 Let's Discuss!

Let's dive into an exciting discussion to prepare for your writing task!

- If your class could go on a green outing, where would you like to go and why?
- If you were in charge of the event, how would you help make the school cleaner and greener?
- What kind of environmental talk or workshop would you like to listen to?
- If you could thank someone for helping the environment, who would it be and what would you give as a gift?

2.3 Discover Passive Voice

□ There are 2 ways of organising the content of a clause: active voice and passive voice.

➤ **Active Voice**

- We put the subject (the 'doer' of the verb) first
- The subject does the action.
- Example: **Rabbits** eat **carrots**.



➤ **Passive Voice**

- We skip the 'doer' of the verb, or we put it in a prepositional phrase (by + 'doer')
- The subject receives the action.
- Example: **The carrots** in the basket were eaten.



- Example: **Carrots** are eaten by **rabbits**.



2.4 Writing Skill Focus: Passive Voice

Finish the sentences with the correct form of the given words.

Active Voice	Passive Voice
place / places	
put / puts	
made	
created	
The gardener <u>waters</u> the flowers every morning.	The flowers <u>are watered</u> by the gardener every morning.
Every student <u>follows</u> the rules.	The rules _____ by every student.
The gardener <u>watered</u> the flowers yesterday.	The flowers <u>were watered</u> by the gardener yesterday.
We <u>planted</u> trees and flowers in the garden.	We _____ trees and flowers in the garden.

2.5 Story Planner

Write one paragraph for each picture. Use reported speech where possible.

Paragraph 1 – The Announcement

- What did the school announce?
- What was the purpose of Green School Day?
- How did the teachers explain the idea?
- How did the students feel when they heard the announcement?
- What was put up in front of the school?



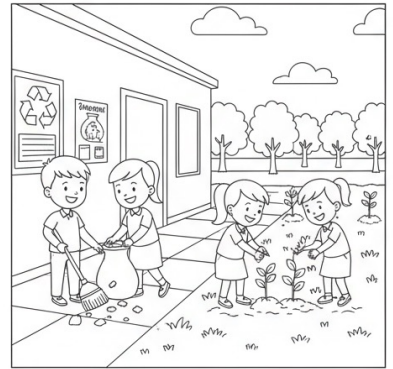
Paragraph 2 – The Preparation

- What materials and tools were prepared by the students?
- What was set up in each classroom?
- How did the students get ready for the big day?
- How did the school look before Green Day started?



Paragraph 3 – The Activities

- What places were cleaned by the students?
- What was collected and recycled?
- What was planted in the garden?
- How did the students feel while working together?
- What changes could be seen after the activities were finished?



Paragraph 4 – The Celebration & Reflection

- What was held in the afternoon?
- What was given to the students?
- What did the teacher say during the celebration?
- How did the students feel when they received the badges?
- What will be remembered about this special day?



2.6 Final Checklist

Proofread the story and check the box.

- ☐ Sentences begin with a capital letter.
- ☐ Full stops are where they should be.
- ☐ Past tense (simple past, past continuous and past perfect) is used correctly.
- ☐ All words are spelt correctly.
- ☐ Passive voice is used where possible to describe actions.
- ☐ Sentences are complete — no fragments or run-on sentences.
- ☐ Connectors are used to show sequence and cause-and-effect relationship.