

Creative Seeds

Teacher Remark

UNIT 2: ECO WARRIORS

Theme: Environmental Awareness



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.

Teacher Remarks and Instructions

This unit consists of **two lessons**:

Speaking Lesson – Persuasive Speech: “Eco Warrior Competition”

Writing Lesson – Narrative Writing: “Green School Day”

This unit encourages students to take pride in environmental responsibility and learn how to communicate their ideas persuasively—both orally and in writing. Students will explore actions that support sustainability and practice expressing the impact of collective efforts.

1. Speaking Lesson: Persuasive Speech — “Eco Warrior Competition”

Lesson Objective:

Students will deliver a persuasive presentation explaining how their class helps protect the environment at school. They will describe specific actions, highlight positive results, and promote a class-designed “green activity.”

Teacher Instructions:

1. Demonstration (Approx. 50% of class time)

Demonstrate how to deliver a persuasive speech effectively.

Model correct **intonation, expression, and body language**—teachers are the students’ role models in speaking style.

Be a role model through your delivery—speak with enthusiasm and confidence to set a performance standard

2. Student Practice (Approx. 50% of class time)

Allow students to present their speech in pairs, groups, or to the whole class depending on time and class size.

Observe actively and provide **constructive feedback**—focus on communicating encouragement and clear guidance for improvement rather than simple evaluation.

Reinforce positive aspects such as creativity, pronunciation clarity, and confidence before suggesting one or two specific ways to improve.

3. Tips for Teachers:

Encourage creativity – let students propose **realistic, actionable, and fun** eco initiatives.

Focus **on persuasion, clarity, and confidence**, not just correctness. Celebrate both creative ideas and environmental awareness to boost engagement.

2. Writing Lesson: Narrative Writing — “Green School Day”

Lesson Objective:

Students will write a short narrative based on the four-picture sequence. The focus is on using **passive voice** to describe actions and achievements, showing how the community’s efforts help the environment.

Teacher Instructions:

1. Classroom Work Only

All writing should be **completed in class**. This ensures you can guide all students and that the work reflects what they can do independently.

Manage class time carefully—allocate time for planning, drafting, and final review.

2. Balance of Support and Independence

Ensure a clear **balance between teacher support and student independence**.

Provide structured guidance during the planning stage (e.g., brainstorming ideas, reviewing the picture prompts, and modelling one or two sentences that use reported speech).

Gradually step back so students write their own texts independently.

3. Clarifying Teacher Support

Make your teaching involvement visible—students should recognize when and how you’re guiding them. For example:

“Let’s write the first sentence together to see how we change active voice into passive voice.”

“Now it’s your turn—try writing the next part on your own.”

This approach prevents the impression that the teacher “doesn’t teach” and ensures students understand the learning process.

4. Feedback and Reflection

Allocate a few minutes for short peer sharing or error correction at the end of the lesson.

Highlight effective use of reported speech and storytelling structure during feedback.

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. B. Making something new and useful from old or unwanted things.
2. H. Using things again instead of throwing them away or buying new ones.
3. A. Collecting and changing waste so it can be used to make new products.
4. D. Rich soil made from food and plants that helps new plants grow.
5. E. A place where rubbish is buried under the ground.
6. F. Knowing and caring about how to protect the Earth.
7. C. To make something less, e.g. less waste, less pollution, or less energy use.
8. G. 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 Action

Task: Plan Your Class

- Demonstrate all possible actions with appropriate intonation, expression, and body language.

- Invite students to fill in the table.

- Full Sample Script for each job is prepared at the end of the Speaking section.

1. Read the list of possible actions.
2. Choose one action to 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. Set up recycling bins	Every Monday starting in March	Collect and sort recyclable waste	Class Environmental Team	Every classroom	Once a week
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 Action

Task: Explain the

- Demonstrate all possible impact with appropriate intonation, expression, and body language.

- Invite students to fill in the table.

- Full Sample Script for each job is prepared at the end of the Speaking section.

1. Look back
2. For each d
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. Set up recycling bins	Reduces waste sent to landfills	Teaches students to recycle properly	This helps everyone become more responsible about waste.
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 Action

Task: Write your

1. Start with
2. Introduce t
3. Explain br

- Demonstrate all paragraphs with appropriate intonation, expression, and body language.
- Invite students to fill in the table.
- Full Sample Script for each job is prepared at the end of the Speaking section.

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>	

1.5 Green Activity Planning – Introduction & Event Name

Hook or Opening Question

- “Have you ever wondered what our school would look like if everyone tried to go green?”
- “What will happen to our planet if we don’t start caring for it today?”
- “Do you know how much rubbish we throw away every week?”
- “Can one small action from each of us really help the Earth? I believe it can!”
- “How can students like us make a difference for the environment?”
- “Did you know that a single plastic bottle can take up to 400 years to disappear?”
- “Every person produces about one kilogram of waste each day — imagine how much that is in a year!”

Why It's Important

- “Our school can be a role model in caring for the planet.”
- “This event helps us learn to respect nature and protect the place where we live.”
- “If we start here at school, we can inspire other people to take action too.”
- “When students work together for the environment, we build teamwork and school pride.”
- “Protecting the Earth helps us create a better future for the next generation.”
- “It reminds us that small actions can make a big difference when everyone joins in.”

1.6 Green Activity Planning – Call to Action / Reflection

Personal Belief or Reflection

- “I truly believe that every student can be part of positive change.”
- “I’ve learned that caring for the environment begins with simple daily habits.”
- “I feel proud when our school does something good for the Earth.”
- “Even though we are young, our voices and actions still matter.”
- “This project has taught me that working for the planet is also working for ourselves.”
- “I believe that protecting nature is not a duty — it’s a way of showing kindness.”

Call to Action – What Do You Want Others to Do?

- “Join our project and help make our school a greener place!”
- “Let’s start today — bring your own bottle and say no to single-use plastic!”
- “Work with your class to recycle more and waste less.”
- “Together, we can keep our playground clean and beautiful.”
- “Challenge yourself to make one eco-friendly choice every day.”
- “Let’s prove that our school cares for the Earth through real action, not just words.”

Final Strong Closing Line

- “Our future depends on what we do today — so let’s make it green.”
- “Together, we can build a cleaner, brighter tomorrow.”
- “A greener school means a greater world — and it starts with us.”
- “The Earth is in our hands — let’s take care of it with pride.”
- “Let’s turn our ideas into action and our action into change.”
- “We are the generation that can make a difference — let’s begin now!”

1.7 Form a Group and Practice

Form groups of two to share your presentation. Each group member will help the other by giving feedback. After the Competition. Each group member will be helping the environment at school. After the actions taken, explain their importance. Give a strong call to action to inspire others.

- Go over the list with the students.
- Invite students to present their dream job in pairs.
- Walk around the classroom to ensure all groups are on the right track.

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.

- Invite all students to present in front of 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?	

Sample Script: Our Recycling Programme

Paragraph 1 — Introduction & Event Name

Good morning everyone! Today I would like to share my idea for making our school a greener and cleaner place. I believe that small actions can bring big changes. My event is called “Our School Recycling Programme.” The goal is to encourage every student and teacher to think carefully about what is thrown away and how used materials can be given a new life.

Paragraph 2 — Action 1 & Its Impact

First, recycling bins will be set up around the school for paper, plastic, and metal. Each class will be assigned a time to check the bins to make sure the rubbish is in the right place. By doing this, materials can be reused instead of wasted. Waste will be reduced, our environment will be protected, and the school will be kept cleaner and healthier. This helps us learn that our daily choices can make a real difference.

Paragraph 3 — Action 2 & Its Impact

Another part of the programme is to create a “Recycling Week Challenge.” During that week, every student will try reduce waste—for example, by using lunch boxes instead of plastic boxes or bottles. We will count how many classes meet the goal. “Green Hero” certificates and badges will be given to the classes that reduces the most waste. Through this activity, students will learn that protecting the environment can also be fun, meaningful, and rewarding.

Paragraph 4 — Call to Action / Reflection

I truly believe that our school can become a role model for others. If we start with small steps—like separating waste or reusing materials—we are already helping our planet. Let’s work together to make our school not only a place of learning but also a place that cares for the Earth. Together, we can build a better, greener, and brighter future for everyone. Thank you.

Sample Script: School Garden Project

Paragraph 1 — Introduction & Event Name

Good morning everyone! Today I want to share an exciting idea that can make our school more beautiful and healthy. I believe that when we work with nature, we learn and grow together. My event is called the “School Garden Project.” The goal is to create a green space where students can plant, care for, and learn from living things.

Paragraph 2 — Action 1 & Its Impact

First, flowers, herbs, and vegetables will be planted in the school garden. Each class will choose what to grow and take turns watering and caring for the plants. In this way, the school will be made greener and more colourful. The air will be fresher, and a peaceful space will be created for everyone to enjoy. By growing plants, we will understand how nature works and how important it is to protect it.

Paragraph 3 — Action 2 & Its Impact

Next, food scraps from lunch will be collected and turned into compost. Fruit peels, vegetable bits, and other natural waste will be placed in compost bins. The compost will be mixed and used by garden teams to help the plants grow strong and healthy. This teaches us how to reduce waste and reuse things in smart ways. It also shows that teamwork and care can bring great results.

Paragraph 4 — Call to Action / Reflection

I truly believe that our School Garden Project can help us become more responsible and caring. If we start with small actions—like planting seeds or making compost—we are already helping the Earth. Let’s work together to make our school not only a place of learning but also a place that grows with nature. Together, we can build a greener, cleaner, and happier future. Thank you.

Part 2: Writing – Green School Day

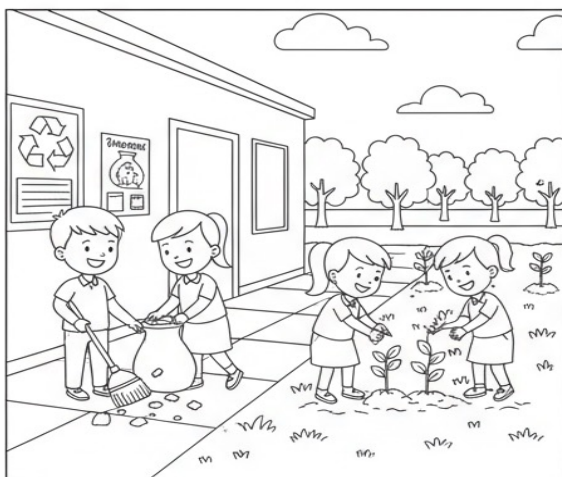
2.1 Picture Sequence

Look at the four pictures and describe what happens.

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.

- Go over the topic and pictures with the students.

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

- Encourage discussion and sharing

2.3 Discover Passive Voice

❑ There are 2 ways of organising 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**.



- Introduce the application of this grammar concept in writing and expressions.

2.4 Writing Skill Focus: Passive Voice

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

Active Voice	Passive Voice
place / places	is/are placed
put / puts	is/are put
made	was/were made
created	was/were 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 <u>are followed</u> 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 <u>were planted</u> 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

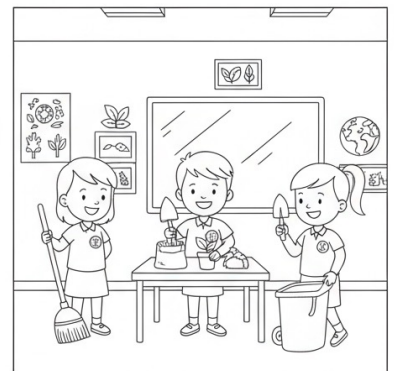
- What did the school announce?
- What was the purpose of Green School Day?
- How did the teachers explain the idea?
- How did the students feel when they heard the announcement?
- What was put up in front of the school?



Last Monday, our school announced a Green Day initiative to help our planet. Everyone was very excited when the banner was put up in front of the school. The teachers explained that this special day was created to remind us how important it is to protect the environment.

Paragraph 2 – The Preparation

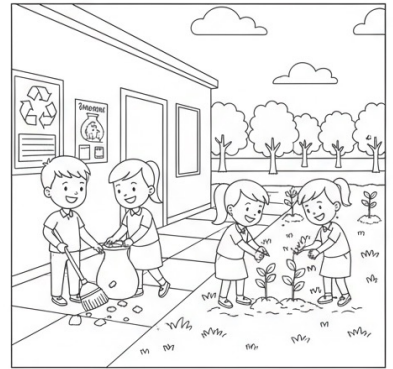
- What materials and tools were prepared by the students?
- What was set up in each classroom?
- How did the students get ready for the big day?
- How did the school look before Green Day started?



The next morning, the students started to make preparations. Cleaning tools, gloves, and bags were brought to school, and recycling boxes were set up in each classroom. The Art Club made posters about saving energy and using less plastic. Everything was ready for the big day.

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?



During the Green Day, the whole school worked together. The playground was cleaned, rubbish was collected, and new trees were planted beside the garden. Empty plastic bottles were sorted and recycled, and flower beds were watered by the students. Everyone felt proud to see how beautiful the school became after the hard work.

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?



In the afternoon, a small celebration was held in the hall. Eco badges were given to all students, and loud cheers filled the room. The teacher said that we had become true eco heroes. Everyone agreed that teamwork and care for nature had made the day a great success. It was a day that will always be remembered as one when our school made a real difference for the planet.

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.