

Making a Difference – Teachers’ Notes

This is a great lesson for intermediate students and above who are interested in current, especially environmental affairs.

Begin with a discussion of make and do, explaining that make is generally something physical while do refers more to actions, but that there are many exceptions. Give your students a few minutes to think about their answers then bring the class together to check. Correct responses are as follows:

<u>make</u>	an appointment	<u>do</u>	the housework
<u>make</u>	amends	<u>do</u>	without sugar in your coffee
<u>do</u>	the shopping	<u>make</u>	hay while the sun shines
<u>do</u>	someone a favour	<u>make</u>	a good impression on someone
<u>do</u>	your best	<u>do</u>	a good impression of someone
<u>make</u>	-do	<u>do</u>	inspirational things

As you go over the answers, explain some of the more interesting terms. Compare the difference between doing the (weekly) shopping and going shopping, which is mainly for clothes and may involve buying nothing at all.

Focus attention on the quote and discuss what students understand by it. You may have to explain the word mindset as the set of established attitudes that individuals may hold. In this case, it refers to the impossibility of infinite economic growth on a finite planet.

Split your students into a few groups of three or four and have them brainstorm all the problems they can think of in the areas. Possible answers could include:

Environment	Resources	Economics	Transport	Food Chains
Pollution (air, water, land, plastics), Climate Change, Overpopulation, Ocean Acidification, Nuclear Power,	Depletion (peak oil and rare earth metals, water), Scarcity (tar sands and shale gas),	Growing inequality, Tax avoidance, Ownership of companies and resources, Overconsumption,	Traffic Jams, Dirty/old/expensive public transport, Cycling infrastructure,	Food miles, Waste, GMOs, Pesticides and herbicides,

Bring the class together to share some answers and board them in columns like above. Make sure you give them enough time and don’t be afraid to let time run over, for the last part, you will need a minimum of 45 minutes but it could last you over an hour.

First, download the video here from [TED.com](https://www.ted.com) or search for Pam Warhurst, How We Can Eat Our Landscapes. Unless you have very high-level students, you’ll probably want to download with subtitles. Go over some of the terms she uses and make sure students understand them all. Point out the use of “flipping” and “heck” in the bottom row and explain this is a way of ‘not’ swearing. You may know some examples in the students’ own language(s), if not, ask for examples.

Now show the film (it’s just over 13 minutes). Afterwards, go over the questions and discuss whether they know of any things near them. If they live in a city they may say it’ll never work, and you could use that to talk about how these things could be made to work in cities (limited access, locks, membership). If your town has a shared bike system, you could talk about that.

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