

LESSON PLAN

School: Liceum Ogólnokształcące im. Powstańców Wielkopolskich w Środzie Wielkopolskiej

Project topic: Environment and technology

Lesson topic: Mobile phones – a blessing or a curse ?

Target group: students from junior and senior secondary school, aged 15 - 18

Language level: B1/B2

Time: 45 minutes

AIMS OF THE LESSON

a) learning (language, content)

practising vocabulary connected with technology

practising vocabulary connected with environment

improving reading, listening and speaking skills- suggesting and giving advice

b) educational

developing critical thinking, reflecting

developing concern and responsibility for the environmental issues.

understanding individual impact on the Earth

METHODS:

brainstorming

peer to peer learning

pair work

group work

MATERIALS:

worksheet for students

copies of the text

PC, interactive board, internet connection, mobile phones

RESOURCES:

<https://www.greenpeace.org/international/story/6913/what-10-years-of-smartphone-use-means-for-the-planet/>

<https://www.youtube.com/watch?v=CU3JFliDO5Q>

LESSON STRUCTURE

Warm-up activity:

Task 1 – Brainstorming + AI (NEW)

Form: groups of 3–4 students

1. Students first create their own list:
 - 3 advantages
 - 3 disadvantages of smartphones
2. Then they use an AI tool (e.g. ChatGPT, Copilot, Gemini) and type:
“Give 5 advantages and 5 disadvantages of smartphones, including environmental impact.”
3. Students compare their ideas with the AI output and discuss:
 - What is similar?
 - What is new?
 - Did the AI miss anything important?

Procedure:

Task 1. The text : *What ten years of smartphones use means for the planet.*

Students read the text and answer the following questions:

1. What did the world look like before the smartphone was invented?
2. What was the biggest change brought by the smartphones ?
3. How many smartphones have been made since 2007? Is it a big number?
4. Why do we change the smartphones so often ?

5. What are the problems caused by smartphones during the process of producing them ?
6. How many elements are used during the process of producing smartphones ?
7. What was the problem with Galaxy Note 7 model ?

AI support (for weaker students):

Students may ask AI:

“Explain this paragraph in simpler English”

or

“What does this part mean?”

Task 2 .

Vocabulary + AI (modified)

1. Students find:

- 10 words related to the environment
- 10 words related to technology

2. Then they use AI:

“Create 5 sentences using these words in the context of environmental problems.”

3. Students:

- check if the sentences are correct
- correct any mistakes made by AI

Follow-up activity:

Discussion + AI as Advisor

Form: pairs

Topic:

How can the problems caused by producing smartphones be solved?

Step 1: Students create their own ideas

Step 2: They ask AI:

“Suggest eco-friendly solutions to reduce smartphone production impact.”

Step 3:

- choose the best 2 solutions
- justify their choices (realistic vs unrealistic) **Key point:** students **evaluate**, not copy AI

Homework

Students:

1. Find a company that cares about the environment
2. They may use AI:
“Give examples of eco-friendly tech companies.”
3. BUT they must:
 - verify the information using another source
 - prepare a short presentation:
 - what the company does
 - whether it is truly eco-friendly (their opinion)