

# Planet in the Hot Seat – Teacher's Guide

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## Overview

Planet in the Hot Seat is a 60-minute communication-based classroom game designed for teens and young adults (B1+/B2+). Students take on roles of organizations or groups working to solve global environmental challenges. They present their case and argue why they deserve support. The goal is to foster collaboration, critical thinking, persuasive language, and global awareness.

## Learning Objectives

- Practice persuasive and opinion-based language.
- Develop speaking fluency and teamwork.
- Explore real-world global and environmental issues.
- Encourage critical thinking and empathy.

## Timing & Flow

### 1. Introduction – 5 min

Introduce the scenario: Students are advisors in a global council deciding how to allocate limited support/resources.

### 2. Assign Roles – 10 min

Distribute Character Cards. Students read their role, mission, and prepare short statements.

### 3. Argument Round – 20–25 min

Each team presents their initiative, discusses, and defends their priorities using Prompt Cards.

### 4. Voting & Reflection – 10 min

Students vote for the most convincing initiative. Discuss decisions and language used.

### Optional Twist Round – 10 min

Add a surprise challenge (e.g. budget cut, protest, climate emergency). Re-discuss priorities.

### **Preparation & Materials**

- Print one Character Card per group (2–3 students).
- Print Prompt Cards and distribute one set per group.
- Print or project the Debate Topics if needed.
- A space for group work and a central table or panel for final debate.

### **Differentiation Tips**

- For stronger groups: use more complex debate questions and allow free speaking time.
- For weaker groups: allow use of prompt cards and dictionaries; pre-teach key vocabulary.
- For small classes: students take on more than one role or debate in smaller teams.
- For large groups: split into two parallel councils and compare outcomes.

### **Optional Extensions**

- Create posters or pitch decks based on initiatives.
- Record video presentations and share with the class or online.
- Write follow-up reflection essays: 'Which project would I fund and why?'