



Using songs: a lesson plan for 'Let's Clean Up'

Lesson overview

This song will make your students aware of how they can take action to clean up at home, at school, and in the wider community. The fun and catchy tune will have them marching home with their sleeves rolled up, ready to help!

Target language

Vocabulary: Rooms in the house

Grammar point: *There's a ____ on/in/under the ____.*

Functional language: *Let's clean up! Surprise! Wow!*

Value: Being helpful and tidy

Materials

- ✓ Some crumpled pieces of colorful waste paper
- ✓ Picture cards. You can use the ones from *Everybody Up*, supplied with this lesson
- ✓ The story 'Surprise!' from *Everybody Up*, Student Book 2, supplied with this lesson
- ✓ The song 'Let's Clean Up'
- ✓ The 'Let's Clean Up' song sheet

Stages

A. Warm up

Play the song 'Let's Clean Up' in the background as students arrive for class.

Greet the class but pretend to be worried about the mess of the classroom. Pretend you have lost your pen. Say *Oh, no! The classroom's messy. Oh, no!* Describe where the objects are. For example, *There's a book under the desk. There's a notebook on the table.* Suddenly appear to have a bright idea. Say *Let's clean up.* If students don't understand, you will be able to get the message across by gesturing. 'Clean up' the classroom together and thank the students saying *The classroom's clean. Thank you!*



B. Vocabulary presentation

- i) Write the words *messy* and *clean* on the board. Practice the phrase *The classroom's messy*.
- ii) Introduce the vocabulary for the rooms in the house. After asking students to listen to you say the words several times, model for the students to repeat after you.
- iii) Using simple English, talk about your own house, mentioning how messy it was yesterday. Have fun describing where things were and how you cleaned it up. While talking, show students the picture cards for the rooms *bedroom*, *kitchen*, *bathroom* and finally *Living room*.
- iv) Go through the cards one by one, holding up individual cards next to the words *messy* or *clean* on the board as students repeat *The [room] ____'s messy* or *The [room] ____'s clean*. When you have done a few, let a student take over.

C. Story

Give copies of the story 'Surprise!' to the students. Talk about the pictures together. Read the story together and then, for higher-level students, in pairs or groups again, taking turns reading for themselves. You will know what is appropriate depending on the class you are teaching. Talk about how messy the living room was, how early the children got up and how happy and surprised the parents were when they woke up. Ask students if they help cleaning up at home or with any chores around the house.

D. Practice activity

- i) This is a fun role-play/chanting activity. Fix each one of the picture cards showing a room to the wall in each of the four corners of the classroom, creating a space that represents a living room, a kitchen, a bathroom, and a bedroom.
- ii) Divide the students into four equal groups. Each group goes to a 'room'. Go around the classroom pretending to distribute brooms, cloths and dustpans for students to use to clean up with.
- iii) In turn, students chant:
Group A: *The living room's messy. Let's clean up.*
Group B: *The kitchen's messy. Let's clean up.*
Group C: *The bathroom's messy. Let's clean up.*
Group D: *The bedroom's messy. Let's clean up.*



- iv) Call out *OK!* That is the signal for students to clean up their rooms. While the students are cleaning up their room they all chant together:

All groups together: *We have fingers.*
 We have hands.
 We can clean up.
 Yes, we can!

- v) Pretend to be a parent. As you go round the rooms, students call out *Surprise!*
Say *Wow! Thank you.*
- vi) When you have inspected the four 'rooms', call out *Change rooms!* Students move to the next corner and repeat with the next room until all four corners have been 'cleaned up'.

E. Song

- i) Together, look at the art that accompanies the song lyrics. Talk about the pictures using any English that the students know.
- ii) Read the song lyrics with the students. Model the phrases in the song, chorusing and repeating. You might do this in groups as follows:

Group A: *The ____'s messy!*
Group B: *Let's clean up.*
Group C: *OK!*
Group A: *We have fingers.*
Group B: *We have hands.*
Group C: *We can clean up.*
All together: *Yes we can!*

- iii) Decide on some gestures to accompany the song lyrics. This song lends itself to simple gestures of brushing, polishing, and showing fingers and hands. It works well in pairs or groups.
- iv) Play the song and sing together. (Note: Higher levels or groups that are more familiar with the song will have fun adding different actions and changing the vocabulary of the song.)



F. Activity

- i) On a sheet of paper, students draw a messy room with various objects scattered around in it.
- ii) In pairs or groups, students talk about their pictures.
- iii) On the other side of the piece of paper they draw the same room, except this time it is clean and neat. Students practice the above dialogue looking at and then turning over their pieces of paper to 'clean up' the rooms.

G. Role play

- i) Students brainstorm situations where people may need to clean up. Then role-play asking and answering each other. If they like, students can perform their role plays for the class.

H. Game

- i) Cut the top off a clean, empty juice carton and tape a piece of blank paper around it to make a six-sided die. Write the word MESSY on one side. Write the word CLEAN on the other five sides. Make another cube with LIVING ROOM, KITCHEN, BATHROOM, BEDROOM, CLASSROOM and YARD written on the six sides.
- ii) Students roll both the dice (juice carton cubes) in turns to show a clean room or a messy room. They keep a record of which rooms they have 'cleaned' until a student has cleaned his/her whole house. If students roll MESSY that room has to be cleaned again. Continue until one student has cleaned all the rooms in the house. Encourage them to use the target language as they play as well as expressions such as *It's your turn*.

I. Follow-up at home

Challenge your students to use the expressions they have learned at home. Ask them to surprise their parents at least once by cleaning up a room. Talk about how you could do some cleaning up in the community, perhaps by doing a river or beach clean-up or by contacting a local environmental group.