

ENVIRONMENTAL PROTECTION: WHAT CAN YOUNG PEOPLE DO?**ERGASHEVA GULNOZA LOCHINOVNA*****Farish District Polytechnic College******English Language Teacher*****Annotation**

This lesson plan is designed for an English language class, focusing on the highly relevant global issue of Environmental Protection. The main objective is to enhance students' communicative competence in English while engaging them in a critical discussion about the roles and responsibilities of young people in combating climate change, pollution, and resource depletion. The session aims to integrate vocabulary related to ecology and sustainability, encourage critical thinking, and motivate practical actions through discussions, case studies, and presentation of solutions.

Keywords: Environmental Protection, Sustainability, Climate Change, Recycling, Carbon Footprint, Youth Activism, Conservation.

Introduction

The ecological crisis is one of the most pressing challenges facing humanity today, encompassing issues from global warming and plastic pollution to biodiversity loss and desertification. While governments and large corporations bear significant responsibility, individual actions—especially those taken by the younger generation—are crucial for driving meaningful, grassroots change. Young people today will inherit the environmental consequences of past and present actions, making their engagement not just desirable, but essential for their own future well-being. This lesson aims to move beyond simply acknowledging environmental problems and focuses specifically on practical, achievable solutions that students can implement within their polytechnic, homes, and local communities. By discussing "What Can Young People Do?", we

empower students to become proactive stewards of the planet and effective communicators of these vital messages in English.

Main Body: Youth Roles and Practical Solutions

1. The Three R's and Consumption Patterns

The core of youth action often lies in redefining consumption habits, summarized by the "Three R's": Reduce, Reuse, and Recycle. Young people, being heavy consumers of modern goods and digital technology, can significantly reduce their Carbon Footprint by choosing sustainable products, minimizing waste, and actively participating in recycling programs. Discussions should cover how to reduce the use of single-use plastics and conserve energy and water both at the college and at home.

2. Education and Advocacy

Students have a unique power to influence their peers, families, and local institutions. Young activists can become effective Advocates by using social media and digital platforms to raise awareness about local environmental challenges in the Farish district, such as water scarcity or waste management. Furthermore, they can organize educational campaigns, workshops, and school-wide awareness days to promote eco-friendly practices among their younger schoolmates.

3. Local Community Projects (Green Initiatives)

Practical engagement through local projects provides tangible results. Young people can initiate and participate in: Tree Planting, organizing campaigns to plant drought-resistant trees, contributing to reforestation and air quality. Community Clean-ups, organizing neighborhood clean-up drives focused on improperly discarded waste. And Creating School Gardens, utilizing college grounds to establish small gardens, promoting biodiversity and local food production, thereby reducing reliance on long-distance food transport.

4. Technological Engagement and Innovation

Students in a polytechnic setting can apply their technical skills to environmental challenges. This includes developing applications to track local pollution levels, using simple sensors to monitor resource consumption in college buildings, or brainstorming

low-cost, sustainable engineering solutions relevant to local agricultural or industrial needs. This merges technical education with civic responsibility.

Discussion

The discussion phase of the lesson will focus on challenging students to evaluate the feasibility and impact of these suggested actions. Key questions for debate include: What are the biggest cultural, economic, or logistical barriers to recycling and reducing consumption in our local community? Which actions (e.g., stopping plastic use vs. planting trees) yield the most significant long-term environmental benefit for the effort required? And finally, should the focus be on lobbying local authorities for better environmental policies, or is individual behavioral change more crucial at this stage? This discussion allows students to practice expressing complex, nuanced opinions in English, defending their viewpoints, and collaboratively developing realistic action plans that address both global threats and local realities.

Conclusion

The fight for environmental protection is fundamentally a fight for the future, and young people are undoubtedly at its forefront. The problems are immense, but so is the potential for positive impact. Through active participation in the "Three R's," leveraging the power of Advocacy and Education, initiating practical Local Green Initiatives, and applying their growing Technical Skills, the students of Farish Polytechnic can transform environmental challenges into opportunities for civic engagement and innovation. The cumulative effect of these individual and collective actions will define the health and sustainability of their community and the planet. Therefore, empowering this generation with the language, knowledge, and motivation to act is a critical task of modern education.

References

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