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**Unit 6**

**Lesson plan 1**

| **Topic** |
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| Climate Change |
| **Aims** |
| * To develop integrated skills: listening and speaking and writing around the topic of climate change
* To develop skills for summarising audiovisual content
* To get info and data to write an article about climate change
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| **Age group** |
| Secondary students |
| **Level** |
| CEF Level B2 |
| **Time** |
|  90 minutes |
| **Materials** |
| * Student worksheet
* Video “Before the flood: official Trailer”

[**https://www.youtube.com/watch?v=D9xFFyUOpXo**](https://www.youtube.com/watch?v=D9xFFyUOpXo)**Further Materials:** * Before the Flood: Full movie National Geographic

[**https://youtu.be/zbEnOYtsXHA**](https://youtu.be/zbEnOYtsXHA)* Leonardo Di Caprio’s Speech at the UN

[**https://youtu.be/qkZ13cVUbJs**](https://youtu.be/qkZ13cVUbJs) |
| **Introduction** |
| In this integrated skills lesson, students will work on the topic of climate change, particularly considering the following features: 1. The current situation of the planet, changes in the last centuries as a result of anthropic actions, disappearance of animal and plant species with consequent influence on ecosystems;2. Activities which are still carried out legally or not and which should be regulated, if not prohibited;3. Political responsibilities and influence of large of strong companies that can "orient" the press, scientific research and opinions towards the maintenance of status quo at the expense of the future of the planet;4. Social impact of the problem different ways of facing the effects of heating5. Analysis of the state of the planet, compared to recent decades, with the help of studies carried out by space agencies;6. Future of the planet, possible scenarios, contribution that each of us can make to the solution of problem.Students will make predictions, watch the video and answer questions, then consider and discuss how climate change has affected where they live, and how it may affect where they live in the future. |

| **Procedure** |
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| **Lead-in****(10 min)** | Brainstorm some of the effects of climate change with students.Show the two pictures in the links below and discuss what effects climate change is having on our planet (rising sea levels, increase in intensity of cyclones, ice melting, ozone hole).[https://emtv.com.pg/wp-content/uploads/2016/06/IPCC-Empathetic-on-](https://emtv.com.pg/wp-content/uploads/2016/06/IPCC-Empathetic-on-Pacific-Threat-media.jpg)[Pacific-Threat-media.jpg](https://emtv.com.pg/wp-content/uploads/2016/06/IPCC-Empathetic-on-Pacific-Threat-media.jpg)[http://asiafoundation.org/wp-](http://asiafoundation.org/wp-content/uploads/2016/04/BangladeshKhulna.jpg) [content/uploads/2016/04/BangladeshKhulna.jpg](http://asiafoundation.org/wp-content/uploads/2016/04/BangladeshKhulna.jpg) |
| **Pre-viewing task (15-20 mins)** | * Explain to students that they are going to watch a video about climate change
* Before showing the video, ask students to look at the words and expressions included on worksheet A aimed to focus their attention on the issue. They should write a short paragraph about the video, predicting what they think the video will be about using as many expressions from the worksheet as possible.

*(*Multi-level classes: students who might have difficulty completing this task could work in pairs. Students who might find the task easy could work alone. You could also pair stronger students with weaker students) |
| **Video viewing task 1****(15 mins)** | * Show the video and ask students to:
	+ Listen and tick the expressions included in worksheet A they hear
	+ Compare the paragraph they wrote with the actual video to see how close their predictions were.

**Link to the video** [**https://www.youtube.com/watch?v=D9xFFyUOpXo**](https://www.youtube.com/watch?v=D9xFFyUOpXo) |

|  |  |
| --- | --- |
| **Post-viewing task (10-15 minutes)** | * Ask students to edit or rewrite their summary paragraph so that it is a correct description of the video.
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| **Quiz time****(10 minutes)** | * Ask students to answer a multiple- choice questions on worksheet B to self-assess “How green they are”
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| **Follow-up discussion****(15-20 minutes)** | * Ask students to look at the discussion statements on their worksheet C. Give them 5 minutes to read the statements and make notes about each to help them form their ideas.
* After 5 minutes, invite students to compare their notes with a partner. Encourage them to discuss their ideas without reading directly from their notes.
* Whole class feedback, or feedback in groups if you have very large classes. Invite students to share their thoughts with the whole class.
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| **Extension activity** **(Homework)**  | * Watch the movie “Before the Flood: Full movie National Geographic”
* Watch the video about Leonardo Di Caprio’s speech at the UN
* Write an article about climate change for the school online magazine
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**WORKSHEET A**

|  Emergency |
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|  Destruction |
|  Mass demonstration |
|  Greenhouse gases  |
|  Devastation |
|  Everybody’s concern |
|  Stop polluting |
| Emission |
| Production |
| New awareness |

# Worksheet B – How green are you?

1. You are busy in your house tidying up going from room to room spending 5 to 10 minutes in each. Which is the best way to save energy?
	1. Switch the lights on and off every time you move from room to room
	2. Keep the lights on as you move about the house
2. You are hungry and want to bake a potato. Which method is ‘greener’?
	1. Put it in an electric oven for an hour
	2. Quickly zap it in the microwave
3. You are thirsty so you go to a café to buy a drink. What do you choose?
	1. A bottle of mineral water
	2. A cup of coffee in a polystyrene cup
4. You need a new shirt / blouse and there are two that you like in the shop. You look at the label and see that one is made of 100% pure natural cotton and the other is 50% polyester. You want to be as environmentally friendly as you can.

Which one do you choose?

* 1. The 100% cotton shirt
	2. The 50% polyester shirt
1. Do you leave the tap on when you brush your teeth?
	1. Yes
	2. No
2. As well as putting their health and the health of those around them in danger, smokers also put the environment in danger.
	1. True
	2. False
3. Which is the ‘greenest’ way to wash your clothes?
	1. Machine wash in cold water
	2. Hand wash in hot water
4. Which form of transport is better for the environment?
	1. Driving by car
	2. Flying by plane
5. When you go to the supermarket how do you take your shopping home?
	1. In plastic carrier bags from the supermarket
	2. In your own bag or basket
6. If you have the choice, how do you prefer to buy a cold drink in a café?
	1. In a can
	2. In a glass bottle

How many did you get right?

| **1-3** | **4-6** | **7-10** |
| --- | --- | --- |
| You have a lot of changes to make if you want to be greener. | Not bad! You know about how you can help the planet. You are quite green. | Well done! You have a very green head on your shoulders! |

# Worksheet C – Climate Change – Discussion Statements

| Climate change is the most serious threat to our planet at the moment. |
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| All countries should be forced to apply serious regulations to reduce carbon emissions. |
| Normal people can’t do much to stop global warming. |
| Everybody should do whatever they can to save energy. |
| I am worried about climate change. |
| Climate change isn’t as serious as people say. People like to worry about something! |
| There are simply too many people living on planet earth! |
| We are going to lose many animal species and areas of low land in the very near future because of global warming. |