Aim: to learn about how climate change impacts women and girls

English language level: B2 and above; it could be adapted for B1 by pre-teaching more common climate vocabulary (tsunami, drought, etc.)

Age: there are difficult themes in the text such as trafficking and sexual violence, so it’s probably not suitable for younger learners. You know your learners and your teaching context and are the best judge of whether it’s suitable for them.

Skills: prediction, skim reading, reading for detail, paraphrasing

Language: vocabulary related to climate crises and their effects

1. Show learners the picture of Ruben Orozco’s sculpture, “Drowning Girl” (at the top of the article), or a video clip about the sculpture (<https://www.youtube.com/watch?v=-rQJCVlsKLI>). Questions for the picture: What do you think this sculpture is about? What effects did the sculptor want to create?

Question for the video: The woman in the video says that each person could interpret the sculpture differently. What interpretation do you have?

1. Tell learners they are going to read a text about the effects of climate change on women and girls. In pairs, decide (a) what topics they expect will be in the text, and (b) 10 words they predict will be in the text, and write these down in a list. After pair discussion, share ideas in the class.
2. Give out copies of the text – if you have access to laptops, it can be read on the screen. Give learners 4 minutes to skim the text and see whether their predictions about topics and vocabulary were correct. Tick off words and topics from their list as they find them, and circle any that are not in the article. Tell them not to worry about understanding every word at this stage. Share answers. The text is here: <https://www.nhm.ac.uk/discover/why-climate-change-is-sexist.html>
3. Give out copies of the vocabulary exercise (download this separately). Individually, learners have 5 minutes to read the text again and find the answers. Check answers in pairs, and then as a class.
4. Now allocate one section of the report to each pair of learners. Their task is to read it in greater detail, and prepare a summary of (a) three facts and (b) three new and useful words for this topic. They need to use their own words for this – no copying sentences from the text! They will be sharing their summaries with other learners, so each of them should write it down. The subtitles in the text provide useful sections which you can allocate; so pairs can work on “Drought” or “Why does climate change disproportionately affect women and girls?”, etc.
5. Re-group the learners so that each new group contains learners who have read different parts of the text. They use the notes they made in the previous task to tell each other about the facts they found and the useful new words they learnt.
6. Class discussion. Were they surprised to find out that women and girls are affected more than boys and men by climate change? What particularly surprised them? What can we do to create positive change? This can lead into the letter-writing project, if you decide to do it.