Aim: to learn about how climate change impacts girls

English language level: A2 and above

Age: it can be upsetting to talk about climate change and its effects. You know your learners and can decide whether they are mature enough for the themes of this lesson plan. Also consider their life experience: do they have experience of these situations, and might they be particularly impacted by the lesson?

Skills: giving opinions

Language: vocabulary related to climate crises and their effects. Optionally, there could be a language focus on the modal verbs used in the reading tick list activity

1. Show pictures of these environmental crises: air pollution, plastic pollution, water pollution, wildfire, flood, drought. Ask learners what they think this lesson is about (the environment and climate change) and elicit their knowledge on the topic. Photos are easily available online.
2. Use the same pictures to teach the six phrases: air pollution, plastic pollution, water pollution, wildfire, flood, and drought. Give plenty of practice in saying the words. Ask learners to describe the photos.
3. Explain that when these events happen, children’s lives can change. In pairs, learners talk about how children’s lives might change when an event like these happens. Share ideas as a class. Use this opportunity to confirm ideas and correct any misinformation.
4. Ask learners if they think boys’ and girls’ lives change in the same ways. Listen to answers but do not confirm at this stage.
5. Tell learners to work in pairs. Give out the tick list, one for each pair. Learners talk and decide where to put their tick. Discuss as a class and listen to what they put.
6. When they’ve had a chance to feed back, tell them that the answer is “girls” for every single statement. Ask learners if they are surprised by this. Allow discussion of this and add in any information which you have and which may be appropriate to the discussion – there are lots of resources on our webpages for your own information.

There are now two ways to take the lesson: step 7 or step 8.

1. Reassure students that there are lots of things that we can do to stop environment crises and look after each other. Ask them if they know of any things and write up a list of ideas (turn off lights, recycle, use less water, etc). Once there is a list, learners can write promises on pieces of paper and stick them onto a poster display. You can follow this up the next week by finding out how they are getting on with keeping their promises.
2. Alternatively, this can lead into a hearts on sleeves crochet project. See separate resource for details.