



## WORKSHEET

**Topic:** Climate Change

**Target group:** secondary school students

**Number of lessons:** Option A (watching the video in the classroom) 60-75 minutes

Option B (students watching the video at home) 15 - 20 minutes in first lesson 30 - 40 minutes homework 20 - 30 minutes in second lesson

**Goal of the lesson:** • To develop integrated skills: listening and speaking and writing around the topic of climate change • To develop skills for summarising audiovisual content

**Material:** • Student worksheet  
• Access to video about Kiribati

1. Introduction In this integrated skills lesson, students will work on the topic of climate change, particularly considering how it affects the lives of inhabitants of a low-lying island. They will make predictions, watch a short 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.

2. Procedure Lead-in (5 mins) Brainstorm some of the effects of climate change with your students. If you have a data projector in your classroom, show the two pictures in the links below and discuss what effects climate change is having on the oceans (rising sea levels and increase in intensity of cyclones).

<https://emtv.com.pg/wp-content/uploads/2016/06/IPCC-Empathetic-onPacific-Threat-media.jpg>

If you don't have a data projector in your classroom, find similar images online before the lesson and print some to show your students

3. Pre-viewing task (10-15 mins) Option A: If you have a data projector or a solution for students to watch video in your classroom: • Explain to your students that they are going to watch a video about an island republic called Kiribati. • Before showing the video, ask students to look at the words and expressions in table 1 on their worksheet. They should write a short paragraph about the video, predicting what they think the video will be about using as many expressions from the table 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) Option B: If there is no possibility to watch the video in the classroom: • Explain to your students that they are going to watch a video about an island republic called Kiribati for homework. • In preparation for the homework task, ask students to look at the words and expressions in table 1 on their worksheet. They should write a short paragraph about the video, predicting what they think the video will be about using as many expressions from the table as possible.

4. Video viewing task 1 (10-15 minutes) Option A: If you have a data projector or a solution for students to watch video in your classroom:

• Show the video about the effects of rising sea levels on Kiribati and ask students to: - tick the expressions 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=cIG7vt1ZPKE> (Duration: 6 minutes 30 seconds)

5. Post-viewing task (10-15 minutes) Option A: If you have a data projector or a solution for students to watch video in your classroom: • Ask students to edit or rewrite their summary paragraph so that it is a correct description of the video. (If you



- are following option B, students should complete the editing/rewriting task for homework)
6. Video viewing task 2 (10 minutes) Option A: If you have a data projector or a solution for students to watch video in your classroom: Play the video a second time and ask students to answer the multiple-choice questions 1 – 5 on the student worksheet. (If you are following option B, students should answer the multiple-choice questions for homework)
  7. Follow-up discussion (15-20 minutes) • Ask students to look at the discussion questions on their worksheet. Give them 5 minutes to read the questions 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.
  8. Optional extension activity Extend the discussion – ask students to make a list of things that will be different in 20 years from now due to climate change. Possible topics could be: - Transport and travel - Single-use plastics and recycling - Innovations to tackle climate change - Migration - Food - Agriculture and industry