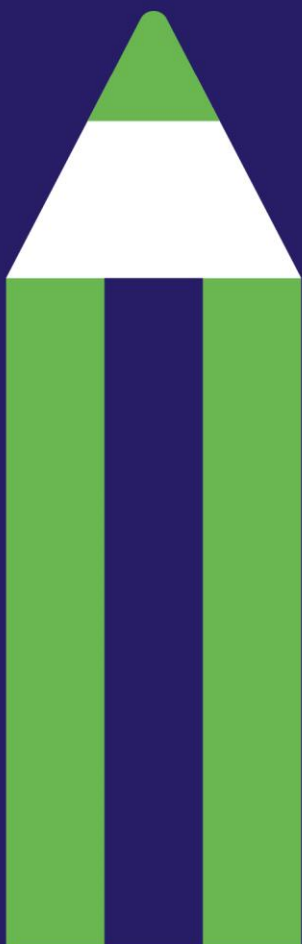# BRITISH COUNCIL

The Climate Connection

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Lesson plan

Sports in (climate) crisis

Sports and games; the climate crisis

Remote teaching lesson plan

Suitable for use with upper-secondary learners of English

CEFR level C1 and above

#TheClimateConnection
www.britishcouncil.org/climate-connection

Sport in (climate) crisis

Topic

Sports and games; the climate crisis

Learning outcomes

- Effectively explain the environmental impact of major sports events
- Discuss environmental impacts and action we can take, e.g. have an impact on, play a role, raise awareness, etc.
- Use a 'problem tree' to better understand possible causes of and solutions to the environmental impact of sports events
- Discuss the causes and consequences behind these issues as well as possible solutions

Age group and level

Aged 13-17 at CEFR level C1

Time

100 minutes. This can be done over two lessons

Materials

- The lesson plan
- Reading worksheet
- Interactive worksheet
- Homework worksheet
- Presentation

The student material can be downloaded in PDF format. Before the lesson, decide how to share the reading article to every student. For example, email, Google Docs, the school LMS, Dropbox, etc.

Introduction

This lesson is part of the Climate Action in Language Education series of engaging lessons about the climate emergency and biodiversity loss. It explores different topics connected to the crisis.

In this lesson, learners will learn about the impact of major sports events on the living planet and the impact of global heating on sports, and explore possible solutions and compromises that the world of sport might need to take to lessen its impact. It would be a suitable lesson to supplement a unit in the coursebook on sport, or at the time of a major sports event.

Checklist for online teaching

Make sure you are familiar with the online platform you are using

- Have you tested your microphone and camera in the platform to make sure they work with it? A headset with a mic is usually better than a device's in-built speakers and mic.

- Do the learners need a URL or code to join the class? Do they all have this?

- Do you know how to share what is on your computer screen so that the learners can see it?

- Do you know how to mute the learners' microphones if you need to?

- Do you know how to use the 'breakout rooms' if the platform has this facility? Is this enabled?

- Does the platform have a 'raise hand' button that the learners can use to indicate they want to speak? You can also use this function to get them to indicate if they can hear you or see what you're showing on the screen, or to hold a quick vote!

- Do you know what the platform looks like from a learner's perspective? It may look different or have slightly different functions compared to the teacher's view. If you use screenshots to explain to learners where to click on something, make sure they're taken from a learner's perspective.

- Do you know how to troubleshoot some of the technical issues that you or your learners might experience with the platform? Does it make a difference if they are accessing the platform from a mobile device or a certain browser?

- Do you know if your learners' parents or another adult will be available during lessons to help them resolve technical issues?

- Have you considered safeguarding and child protection issues? For example, you may wish to insist that learners do not record the lessons.

- Most online platforms have support videos or tutorials available online. Have you looked at these?

General tips

- Make sure you have explained to your learners (and ideally a parent or another adult if they can be around during lessons) about how to use the basic functions of the platform, how to troubleshoot issues and how to check their settings. This could be done in an initial lesson where you practise using the different buttons and teach them the things to try if there are technical or connection issues. This is also a good opportunity to teach them the language connected with the platform, such as 'mute', 'breakout room', 'refresh', etc., which they will need each lesson in order to follow your instructions.

- Make sure you have explained to your learners the rules and the behaviour you expect during lessons, such as patience, respect for each other, writing only relevant things in the chat, etc.

- Always check your microphone and camera before each lesson and check with each learner at the start that you can hear and see each other, and that they can see what you share on the screen.

- Make sure all the learners know they must arrive on time and what they must bring, such as their notebook and pencil case. Many online learning platforms have a virtual waiting room. It's a good idea to tell your learners to join the class at least five minutes before it begins to avoid disruption.

Procedure

Stage	Instructions
1. **Before the lesson**	Before the lesson: • Make sure all learners could access the reading. Instruct them to read the article beforehand and to have it available during the lesson. • Test your microphone and camera to make sure they work. • Make sure that you have the presentation open and shared.

2. **Warm-up** (10 minutes)	• Ask learners to think of different categories of sports and write their ideas in the chat box. Copy their ideas in a list on the digital whiteboard. Offer an example of 'racket sports'. Give them a few minutes to come up with ideas. Then display **slide 2** which has examples of categories.
	• Explain to the learners that they are going to play a game of 'Vocabulary tennis' in breakout rooms. Learners will play in pairs or small groups, depending on class size, so they may need to take a screen shot or photo of the list on the whiteboard.
	• Ask them to choose a different category from the board for each round, or 'rally'. They take turns to 'serve', which they do by simply naming a sport in that category. Players return each 'shot' by naming another sport in the category. If a player can't think of a sport that hasn't yet been mentioned (in other words, if they run out of ideas), they 'miss the ball' and lose the point.
	• The game is scored in the same way as tennis, i.e. 'love' – '15' – '30' – '40' – game. Ask two learners to turn on their microphones and demonstrate with racket sports to ensure everyone understands the rules, e.g. tennis, badminton, squash, etc.
	• Put the learners in the breakout rooms to play the game. Monitor to check they have understood the rules.
3. **Introduce the topic** (10 minutes)	• Once the learners are back in the main room, display **slide 3** and ask them to think of any sports that might damage the environment, and to think of reasons why. Invite them to share their ideas and discuss them with the class, either with mics on or in the chat box. Accept all reasonably argued suggestions. For example: International football – teams and fans fly to matches (large carbon footprint of air travel)
	• Check that all the learners managed to read the article and find out whether they had ever thought about the connection between sport and the climate crisis before reading the article. Nominate individuals to

	share their answers to the question: What is the connection between sports events and the climate crisis?
	<u>Answers</u>: Sports, specifically major sports events, have an impact on the climate because they are the cause of significant carbon emissions. Global warming also affects many sports because the increase in extreme weather events causes disruption and difficulties for athletes.
	• Check with the class whether they had any questions about vocabulary in the article.
4. Gist comprehension task – Activity 2 (10 minutes)	• Display **slides 4** of the presentation. Ask learners to read paragraphs 1 and 2 again. Explain that for each paragraph, they must choose the sentence that best summaries it, i.e. the main point of the paragraph.
	• After a few minutes, nominate learners to share their answers with the class.
	• Display **slide 5** and repeat the process, with learners re-reading paragraphs 3-5.
	• There is also an interactive PDF you could share with learners.
	Answers: 1b, 2a, 3c, 4c, 5b
5. Study collocations – Activity 3 (10 minutes)	• Explain that the article contains a number of useful words and expressions for talking about the environment, the issues around the climate crisis and things we can do to help. Ask learners to skim through the article and find a few, encouraging them to identify useful chunks, e.g. *harness the power*, not just *harness*. Ask the class to write a few that they find in the chat box.
	• Display **slide 6**, collocations 1. Tell learners that each missing word is in the text in the indicated paragraph and that they are in order.
	• Remind them to look carefully at the words before and after, and to make a note of any useful collocations. Give them a few minutes to find the answer then nominate a student to answer. The answers are suggested in brackets in the answer key below and are in bold in the answer slides. Display the answer on **slide 7**.
	• Continue with the collocation activity using **slides 8-15**.

	• Encourage the learners to underline these expressions in the article and record them in their vocabulary books.
	Answers:
	1. power (the lights in your home / a 60W bulb)
	2. harness (clean energy from …/ power generated by …)
	3. (household) consumes (electricity)
	4. (recognise your / a lack of recognition of) responsibilities
	5. (have a positive/negative) impact (on the living planet / on sports)
	6. (likely to) face (a temperature rise / higher temperatures)
	7. (global) heating
	8. (play a) role (a ~ to play)
	9. raise (awareness of …)
	10. (ways to reduce) emissions
5. Causes, consequences and solutions (15 minutes)	• Tell the class they are going to explore some of the causes and consequences of the effects of climate on sport in order to come up with some solutions. Explain that one tool that is sometimes used when problem solving is a 'problem tree'. Display the problem tree on **slide 16** showing the learners how it is organised, with the problem stated at the top, the causes and consequences broken down and identified. Tell them that breaking down problems in this way is a clear way to begin finding solutions for each consequence.
	• Display **slide 17** of the presentation. Use the example sentence to show how these expressions can be used to show relationships between causes, consequences and solutions.
	• Check learners understand which expressions introduce causes, which consequence and which can be used to talk about solutions. You can do this using a simple example of a cause, rain, having a consequence, cancelling a picnic, with umbrellas as a possible solution.
	• Display answers on **slide 18**):
	Expressions which introduce a cause: due to; thanks to
	Expressions which introduce consequences: As a result; Consequently; means there will be; This has the effect of; can/will lead to; can cause
	Expressions to talk about solutions: would avoid the need for; would protect people from; would mean
	• Return to **slide 17**.

- Give learners a few minutes to make a sentence, then ask them to each type in the chat box using one of these expressions about the picnic situation, e.g. The picnic is cancelled due to rain (so due to introduces rain, the cause).

- Ask learners to take a screenshot or photo of **slide 17**

- Put learners in pairs or small groups in breakout rooms and tell them to write sentences about the problem tree to describe the negative impact of the climate crisis on sport. Monitor the breakout rooms to check that learners are using the expressions correctly.

- When they have finished and everyone is back in the main room, invite learners to turn on their microphones and describe the problem tree using the sentences they have written.

  Suggested sentences:

  Consequently, more water will be needed for grass surfaces like golf courses.

  Global heating **has the effect of** rising sea levels. **As a result,** some coastal installations are disappearing.

  Dry ski slopes **would avoid the need for** snow.

  Night-time events **would protect athletes from** extreme temperatures.

  Extreme weather events **can cause** delays and cancellations.

  Thanks to hurricanes and other extreme weather events, buildings and other sports installations may be damaged.

  Non-grass courts **would mean** water wasn't needed to maintain them.

  Increasingly, athletes are suffering from heatstroke **due to** rising temperatures.

6. **Design a problem tree (20 minutes)** OPTIONAL	- Remind the class that the article describes a two-way process, and that sports are affecting the climate just as the climate is affecting sport. Display the beginning of the new problem tree for how sports events are damaging the environment (Activity 5 – Slide 27 of the class PowerPoint). - Ask learners to complete the new problem tree in pairs on a breakout room whiteboard. You can elicit one or two causes from the class to get them started with ideas. Remind them that the article and previous discussion might help them. Explain that they don't have to think of

solutions just yet, but if they have finished, they can start to discuss these.

- Put them into breakout rooms ingroups. Monitor each group to check on progress and make sure they are creating their trees, categorising causes and consequences correctly and coming up with enough ideas.

Suggested answers:

Causes: athletes and fans travelling to play and watch events far from home; plastic waste from buying and throwing away sports equipment and clothes; building stadiums and other large installations with concrete has a high carbon footprint; quantity of water used to maintain golf courses, tennis courts, etc.; motor sports consuming petrol and encouraging people to buy new, faster cars.

Consequences: global heating, sea levels rising, air and noise pollution, extreme weather events; etc.

- Bring the class together again. Nominate individuals to describe what they have written on their problem trees using the language of cause and consequence.

7. Discuss solutions (15 minutes)	- Elicit some major sporting events, such as the Olympic Games, Winter Olympics, Paralympics, Football/ Baseball/ Rugby/ Kabbadi World Cups, tennis tour, Grand Prix, etc.
	- Display the simulation instructions on **slide 20**. Tell learners to stay in their groups and explain that they need to choose a major sporting event and think of possible ways to reduce its environmental impact. Encourage them to think big!
	- Give learners time to screenshot or photo of the instructions on the slide. Then put groups back in breakout rooms. Give groups 10 minutes to come up with ideas.
	- Remind them of the language they can use to talk about solutions and the strength of breaking down the problem into specific issues using

their problem trees. Monitor each group to help them with ideas and the language to express them.

Suggested ideas for your reference which you could share if needed

– If competition was organised into more local tournaments rather than world championships, this would avoid the need for so much travel.

– More second-hand shops selling used sports equipment would save a lot of plastic.

– Motor sport like Formula 1 could reduce its carbon footprint if it used electric cars.

– Golf courses could be converted into wildlife parks with small paths between the trees, and lost balls could be located by Bluetooth. The greens would be made of artificial grass.

– Some sports might be banned as damaging for the environment, such as hunting, horse racing and fishing.

8. Present solutions (10 minutes)	• Ask a spokesperson from each group to present their solutions to the class. Encourage learners in other groups to ask questions and challenge. Are they optimistic about the future of sport?

9. Homework	• Learners write a proposal. They choose a local sport or sporting event and think of three ways that it could become more sustainable. They present their ideas in class or as a one-minute.
	
	• Suggest free video apps they could use such as
	   – https://www.veed.io/
	   – https://aiapp.vidnoz.com/
	
	• Learners will need to sign up for a free account

Contributed by

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