

# The Climate Connection

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# Lesson plan

## Farming and the environment

The link between farming and the environment

Remote teaching lesson plan

Suitable for use with adult learners of English

CEFR level B2 and above

#TheClimateConnection

[www.britishcouncil.org/climate-connection](http://www.britishcouncil.org/climate-connection)

## Farming and the environment

### Topic

This lesson looks at how farming can damage the environment, but also how climate change can damage farming

### Outcomes

During and after the lesson, learners will be able to demonstrate they can:

- make an argument from a perspective they may not agree with
- participate in a discussion where agreement needs to be reached
- understand and use key vocabulary around environmental issues.

### Age group and level

Adults at CEFR B2 level

### Time

60 minutes approximately

### Materials

The teacher will need:

- presentation
- Farming and the environment worksheet
- Farming and the environment role play cards 1–6.

### Introduction

This lesson looks at how farming can damage the environment, but also how climate change can make farming difficult. Learners will be discussing farming and the environment from different perspectives, and some groups will present their ideas to the whole class.



**Procedure**

Stage	Instructions
<b>1. Lead-in (5 minutes)</b>	<p>Display slide 1 of the presentation.</p> <ul style="list-style-type: none"> <li>Explain to learners that they are going to discuss farming and food, and in particular the impact of farming and food production on the environment. Tell them not to worry if they don't know very much about farming, because we are going to give them some ideas.</li> </ul> <p>Display slide 2 of the online class PowerPoint or PDF.</p> <ul style="list-style-type: none"> <li>Optional: talk through the student outcomes with your learners.</li> </ul>
<b>2. Reading and discussion pair-work activity (15 minutes)</b>	<p>Display slide 3 of the online class PowerPoint or PDF.</p> <ul style="list-style-type: none"> <li>Explain that the learners are going to work in groups in breakout rooms to answer some questions about the environmental impacts of farming and about how climate change damages the farming community. Read the text on slide 3 out loud, or ask learners to read it quietly.</li> <li>After reading, ask learners if any of the information is surprising to them.</li> <li>Before they go to breakout rooms ask learners to take a screenshot or photo of slides 3 and 4. Put them in the breakout rooms in small groups. Ask them to read the background text again, then discuss and answer the two questions on slide 4. Allow them 5 minutes.</li> <li>Bring them out of the breakout rooms and display slide 4 of the presentation. Take whole-group feedback, either in the chat or via their microphones.</li> <li>If breakout rooms aren't available give them individual thinking time before they share their ideas.</li> <li>Display slide 5 of the online class PowerPoint or PDF and talk through the suggested ideas with your learners.</li> <li>Q1. Animals produce methane, chemicals such as pesticides and fertilisers are dangerous for the environment, cutting down trees increases carbon in the atmosphere and farming can endanger the habitat of many animals.</li> <li>Q2. Climate change can influence rainfall patterns, so farms can have too much rain (floods) or not enough (drought), and higher temperatures can kill some plants and trees.</li> </ul>
<b>3. Useful language 1 (10 minutes)</b>	<p>Display slide 6 of the presentation.</p> <ul style="list-style-type: none"> <li>Put learners into pairs and explain they will work together using a private chat. Make sure they know how to do this.</li> <li>Tell learners to look at the vocabulary items and match them with the definitions. They compare ideas with their partner.</li> </ul>



	<p><u>Answers</u></p> <ul style="list-style-type: none"> <li>• 1G, 2H, 3B, 4A, 5F, 6D, 7I, 8C, 9E</li> <li>• Display slide 7 of the of the presentation and give learners time to read the matched definitions.</li> <li>• Elicit how many they got correct.</li> </ul>
<p><b>4. Useful language 2 (10 minutes)</b></p>	<p>Display slide 8 of the presentation</p> <ul style="list-style-type: none"> <li>• Ask learners to continue working with their partner via private chat.</li> <li>• Ask learners to come up with definitions for the following vocabulary: human food chain; killed humanely; methane; nitrous oxide; organic; pesticides; species</li> <li>• Nominate individual learners to give you definitions, before sharing slide 9</li> </ul> <p>If this is done over two lessons this stage could be the end of lesson 1. Ask learners to review the vocabulary before lesson two.</p>
<p><b>5. Group task (40 minutes in total)</b></p> <p><b>Preparation (10 minutes)</b></p>	<p>Display slide 10 of the presentation.</p> <ul style="list-style-type: none"> <li>• Explain to the learners that they will be divided into breakout room groups of eight, with one person from each of the six roles, plus a chair and a note-taker, who do not have a role:           <ul style="list-style-type: none"> <li>Role 1: Traditional farmer</li> <li>Role 2: Organic farmer</li> <li>Role 3: Animal welfare worker</li> <li>Role 4: Environmental activist – eco-warrior</li> <li>Role 5: Public consumer</li> <li>Role 6: Supermarket</li> </ul> </li> <li>• Allocate each learner with one role. There is a worksheet for each role numbered as above.</li> <li>• Share the role profiles with the learners, either through a shared online file storage site (Google Drive, Dropbox, etc.) or via email or a messenger service. Alternatively, learners can take a screenshot of the slide that matches their role (slides 12–17). There is no specific worksheet for the chairperson or the note-taker.</li> </ul> <p>Display slide 11 of the presentation</p> <ul style="list-style-type: none"> <li>• Go through the instructions with your learners.</li> <li>• Divide the learners into their breakout rooms with copies of the relevant role profiles. Ask each group to appoint a chair and a note-taker, who do not have a category. The group has two tasks.</li> </ul>



<b>6. Task one (15 minutes)</b>	<p>Each group holds a meeting, organised by the chair and recorded by the note-taker.</p> <ul style="list-style-type: none"> <li>• Each role can speak for a maximum of two minutes, explaining their position on farming, food and the environment.</li> <li>• They must make their arguments, even if they do not agree with them. The chair must keep control and ensure everybody speaks, while the note-taker must be sure that all the key points are written down.</li> </ul>
<b>7. Task two (15 minutes)</b>	<ul style="list-style-type: none"> <li>• Groups need to reach an agreement on their opinion and prepare statements for the note-taker to present to the whole class.</li> <li>• The chair must ensure that they all agree as far as possible and that everyone has spoken.</li> </ul>
<b>8. Mini presentations (15 minutes)</b>	<ul style="list-style-type: none"> <li>• Close the breakout rooms.</li> <li>• Depending on the class size, group note-takers should present their agreed statements to the whole class. There should be an opportunity for questions from you and other learners.</li> </ul>

**Contributed by**

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