

Climate change and its impact on agriculture

Level: upper-intermediate (B2)

Time: 45 minutes

Aims:

- To learn about climate and weather
- To learn about local, regional and global climate
- To learn vocabulary connected with climate
- To learn about the influence of the climate on country's economy
- To look for specific information in the internet
- To transfer the information.

Language functions:

- To describe weather and climate
- To describe the climate influence
- To describe processes connected with climate change
- To read for specific information
- To use language skills to communicate events, emotions and feelings.
- To use the research to write an article.
- To cooperate with other students- project.

CLIL: Physics, Geography, IT and Biology.

Materials: web pages, worksheets, pieces of paper for display.

STAGE	AIMS	PROCEDURE	TIME	MATERIALS
Warm –up activity	To provide students with introduction to the topic. To revise vocabulary connected with climate and weather.	Warm –up Ask your students to work in pairs to come up with words they associate with the term 'climate change'. Next ask them to describe the difference between weather and climate. Discuss with your students what they know about the changes predicted to happen to their lifestyles in Poland and also to the other areas of the world. Divide your students into 3 groups and tell them to go to page : http://www.metoffice.gov.uk/public/weather/world-observations/#?tab=locSel and check today's weather for the 3 following places : Bangladesh, Bolivia and Uganda. Each group should check one place that they will investigate later on.	8 min 6 min	http://www.metoffice.gov.uk/public/weather/world-observations/#?tab=locSel
Main part of the lesson	To introduce the topic. To get students interested. To work with web pages. To look for specific information. To transfer the information.	1. Introduction –understanding the context. Tell your students that they will be working on finding information about climate change in 3 different countries of the world. Each group gets one worksheet (A/B/C). Tell your students that their task is to find out: 2 facts about each country and 2 ways in which the climate has changed. Allow some time to do the task and ask your students to write it down on the board or pieces of paper that can be displayed later in the classroom.	10 min	Worksheet A/B/C

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	To cooperate. To communicate.	2. Task Give your students Worksheets D/E/F with stories told by farmers from these countries. Give them some time to read the stories and note the most important facts: Events and facts, emotions and feelings and the basic information about the people in the stories. Each group has the same task to do- to find out the information mentioned above. 3. Presentation After this time, ask students to present their findings. You may ask your students to present their findings with the background information about the countries to each group.	10 min 8-10 min	Worksheet D/E/F
Wrap-up	Project – article	Tell your students that they will have to write an article to the school newspaper about climate change on the basis of the information they found out during the lesson.	2 min	

Sources:

<http://www.metoffice.gov.uk/public/weather/world-observations/#?tab=locSel>

www.oxfam.org.uk/education

Credits and copyrights: pictures and stories www.oxfam.org.uk/education

Uganda:

Sources of Information

Information taken from 'Turning up the heat: climate change and poverty in Uganda' (Oxfam, 2008) and UNESCO report on Uganda, found at: http://www.unesco.org/water/wwap/wwdr/wwdr2/case_studies/uganda/index.shtml

Bolivia:

Sources of Information

Information taken from 'Bolivia: climate change, poverty and adaptation' (Oxfam, 2009).

Bangladesh:

Sources of Information

Information for this resource is taken from 'Human Impact report: Climate Change – The Anatomy of a Silent Crisis' (Global Humanitarian Forum, 2009) and 'What Happened to the Seasons' (Oxfam, 2009).