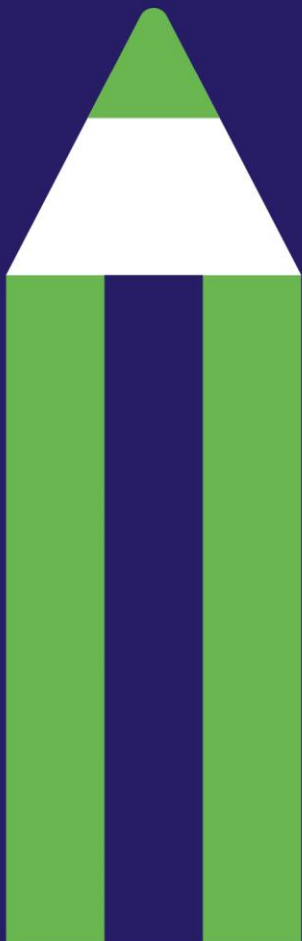


# The Climate Connection

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# Lesson plan

## Farming and the environment

The link between farming and the environment

Face-to-face lesson plan

Suitable for use with adult learners of English

CEFR level B2 and above

#TheClimateConnection

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## Farming and the environment

### Topic

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

### Learning 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

90 mins. This can be done over 2 lessons

### Materials

The teacher will need:

- Farming and the environment question sheet
- Farming and the environment worksheets 1–6.
- Presentation

### Introduction

This lesson looks at how farming can damage the environment, but also how climate change can make farming difficult. Students 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>                                 | <ul style="list-style-type: none"> <li>• Share the learning outcomes, either on the board or the presentation, slide 2.</li> <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 you'll share some ideas.</li> </ul>   |
| <b>2. Reading and discussion pair-work activity (10 mins)</b> | <ul style="list-style-type: none"> <li>• Ask learners to work in pairs. Explain that they are going to answer some questions on a worksheet about the environmental impacts of farming and about how climate change damages the farming community.</li> <li>• Give the learners a copy of the worksheet or use the presentation slides 3 and 4. Ask them to read the brief text and then discuss and answer the two questions.</li> </ul>  |
| <b>3. Class discussion/ feedback (5 minutes)</b>              | <ul style="list-style-type: none"> <li>• At class level learners to share their answers. Accept all answers, but ensure that the learners are aware of the answers below. These suggested answers are also on the presentation, slide 5.</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>4. Vocabulary activity 1 (10 mins)</b>                     | <ul style="list-style-type: none"> <li>• Ask the learners to look back at the worksheet. Tell them to look at the vocabulary items and match them with the definitions. Explain that they will need them in the next activity. Go through the answers with them.</li> </ul> <p><u>Answers</u></p> <p>1G, 2H, 3B, 4A, 5F, 6D, 7I, 8C, 9E</p> <p>For this activity, you can also use the presentation, slides 6 and 7.</p>   |



**5. Vocabulary activity 2 (10 minutes)**

- Use the presentation, slide 8 or write the following vocabulary on the board:

|                     |                    |            |                  |
|---------------------|--------------------|------------|------------------|
| 1. human food chain | 2. killed humanely | 3. methane | 4. nitrous oxide |
| 5. organic          | 6. pesticides      | 7. species |                  |

Ask the learners to work on pairs and come up with a definition for each of these. Elicit the definitions from the learners before sharing the definitions. These are on the presentation, slide 9 or you can share them on the board.

**Answers:**

1. human food chain – the connection between the plants and animals we eat
2. killed humanely – Animals that are killed for food do not suffer as they die
3. methane – a gas found naturally under the earth or the seabed and also produced by animals
4. nitrous oxide – a chemical compound that is a large cause of global warming
5. organic – farms or foods that have no artificial chemicals used in them
6. pesticides – chemicals used to kill insects and other bugs on farms and to protect plants
7. species – a basic classification of an animal or plant type, such as a black bear

If doing this over 2 lessons, this can be the end of lesson 1. Ask learners to review the new vocabulary for homework.

**Group task (50 minutes)**  
**6. Preparation (5 minutes)**


- Explain to the learners that they will be divided into groups of eight, with one person representing each of the roles below, plus a chairperson and a note-taker who do not have a role:
  1. Traditional farmer
  2. Organic farmer
  3. Animal welfare worker
  4. Environmental activist – eco warrior
  5. Public consumer
  6. Supermarket.
- Give each student one role that has a different position on farming, food production and the environment.



|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• There is a worksheet for each category, numbered as above. The roles are on the presentation, slides 10-17.</li> <li>• Divide the learners into their groups with copies of the relevant worksheets or put copies on the wall for the learners to consult. Ask each group to appoint a chair and a note-taker, who do not have a category. Each group has two tasks, detailed below.</li> </ul>   |
| <b>Task one – the meeting (15 minutes)</b> | <ul style="list-style-type: none"> <li>• They hold a meeting, organised by the chair and recorded by the note-taker. Each role can speak for a maximum of 2 minutes, explaining their position on farming, food and the environment.</li> <li>• On the worksheet there are some ideas about what they can persuade other members of the group to do, but they can add their own ideas too.</li> <li>• They must share the arguments for their role, even if they do not agree with them.</li> <li>• The chair must keep control and ensure everybody speaks and checks the timings, while the note-taker must be sure that all the key points are written down.</li> </ul> |
| <b>Task two - agreement (15 minutes)</b>   | <ul style="list-style-type: none"> <li>• Groups have 15 minutes to reach an agreement and prepare statements for the note-taker to present. The chair must ensure that they all agree as far as possible and that everyone has spoken.</li> </ul>  |
| <b>5. Mini presentations (15 mins)</b>     | <ul style="list-style-type: none"> <li>• Depending on the class size, each group note-taker should present their agreed statements either to the whole class or to one other group. There should be an opportunity for questions from you and other learners.</li> </ul>   |

**Contributed by**

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