BRITISH COUNCIL

The Climate Connection

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Lesson plan

Water for all

The global water crisis - causes and solutions

Remote teaching lesson plan

Suitable for use with adult learners of English

CEFR level B1 and above

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Water for all

Topic

The global water crisis – causes and solutions

Aims (Student outcomes)

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

- employ critical-thinking skills
- read texts to find specific types of information
- collaborate and share written information
- create simple written messages that lead to action and awareness.

Age group and level

Adults at CEFR B1 level

Time

90 minutes in two 45-minute lessons. This can be a 60-minute single lesson with shorter time for tasks.

Materials

- Reading texts 1-4 as PDFs to download
- Sample poster as PDF to download
- Vocabulary sheet as PDF to download

Introduction

There is a global water crisis. In this lesson, the learners will use and develop their reading skills to gain a bigger understanding of the crisis, its causes and some possible solutions. They will go on to use some 21st-century skills such as collaboration and creativity to make some campaigning posters to create a greater awareness of the problem in their local communities.

Procedure

Part one: Reading about the water crisis (20 minutes total)	
Stage	**Instructions**
Warmer (5 mins)	• Briefly check that learners have an understanding of what the water crisis is by asking them to give some examples. Accept all answers at this stage. **Display slide 3 of the class PowerPoint or PDF.** • Give them the example: *Many rural communities globally have no clean water for drinking, washing or cooking.* • Ask students if they currently have unlimited access to water in their homes. • If students answer yes, either ask them if they can think of a time when they didn't have access to water at home and how it affected them or ask them how it would affect them if they didn't have access to clean water at home. • If students answer no, ask them how they manage or how they gain access to clean water.
Reading and collaboration (20 mins)	**Display slide 4 of the class PowerPoint or PDF.** • Tell learners that at the end of the lesson they will be making a poster explaining the water crisis and its causes. Explain that the poster will be designed to encourage people to take action about the water crisis. **Display slide 5 of the class PowerPoint or PDF.** • Go through the instructions on slide 5 with the students. • Divide the learners into four groups of equal or near-equal numbers in breakout rooms. Number the groups 1, 2, 3 and 4 and make a note of who is in which group. • Ensure students have access to copies of the reading text that relates to their group number and the vocabulary sheet by sharing links in the chat from a shared online cloud storage drive. Each group must only look at its one text. • Ask the learners to read the texts and do the three tasks. • The tasks are on the reading text sheets but they all have these three stages: – Before reading – learners read the title and briefly discuss what they expect the text to be about.

- – While reading – learners read the text and underline any information that might help them with their poster. Remind them that the poster is designed to encourage people to act. Each text has one example of this kind already underlined.

- – After reading – learners discuss and agree a list of key pieces of information that might be used in their posters. Each individual learner must have a copy of the written list of ideas.

- Encourage learners to check any new vocabulary in the text with their peers at group level. Visit each group in their breakout rooms and help with any new vocabulary if needed.

- After 20 minutes, bring all the students back into the main room and check that they have completed the reading task.

- **Display slide 6 of the class PowerPoint or PDF** and go through the vocabulary with your learners. **Display slides 7, 8, 9 and 10 of the class PowerPoint or PDF** and give learners time to read the definitions and examples.

Part two: Comparing ideas and agreeing a strategy (25 minutes)	
Group discussion – collaboration and creativity Note-making	**Display slide 11 of the class PowerPoint or PDF.** - Tell learners that they are going to work together in new groups to combine the key points from each of the reading texts (1–4) and agree two action points that they can put on their poster. **Display slide 12 of the class PowerPoint or PDF.** - Remind the learners that the objective of the poster is to encourage people to act. Share the sample poster as a screen share or a downloadable PDF and encourage learners to look at it. Show them that it uses this structure: – Climate change makes the air warmer. *Cause* – Warm air from climate change increases rainfall in some places. *Problem* – Flooding destroys crops and communities can't feed themselves. *Result.* – Can you reduce your impact on climate change by recycling paper and glass? This reduces carbon dioxide production from burning waste. *Your actions.* - Suggest they can use this structure to make their two action points. – Cause – Problem – Result – Your actions. - Put the learners into new groups in breakout rooms of at least four students per group. The groups should be composed so that each group has at least one member from all the previous groups 1, 2, 3 and 4.

	• Tell each group that they should collaborate in their new groups to combine the key points from each of the reading texts (1–4) and agree two action points that they can put on their poster. Bring learners back into the main room. Conduct feedback and ask each group to summarise the two action points they will put on their poster.

Part three: Making the posters (45 minutes)

Writing engaging statements. Collaboration and agreement. Giving feedback	**Display slide 13 of the class PowerPoint or PDF.** • Show learners the example of the poster and ask them whether they think it is an effective poster. Encourage them to justify their answers. • Go through **slides 14 and 15 of the class PowerPoint or PDF** and, if learners need technical help, remind them that climate change is caused largely by fossil fuels such as coal, gas, petrol, oil, trees and waste being burned and producing carbon dioxide. • **Focus on the questions on slide 15 of the class PowerPoint or PDF** and ask learners to answer the questions either by writing in the chat or orally. Accept all answers at this point but encourage learners to justify their answers. Suggest to learners that 'your actions' could include ways of reducing environmental impacts but also giving money to climate-change organisations or working to raise awareness. Encourage them to think of their own ideas too. • Learners should go back to the breakout room groups to make their posters – one per group. They can use A4 or larger format and upload their poster and share it with you. Encourage them to use bright colours and add any graphics or pictures they wish to, but explain they are optional. • Bring learners back into the main room. Share the posters as screenshares. Ask all learners to review all the posters and note down what they like about them. • As a whole class, lead a brief summary of what learners saw on the posters and what they liked about the design and the messages. Keep this informal and supportive, and not an evaluation.

Contributed by

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