

EDUC 8545A: Language Teaching for Social Justice
Lesson Plan: Climate Change (90 minutes)

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Theme: Environmental Justice

School/Institution: Monterey Adult School

Grade/Level: Advanced-low to Advanced-high

Language: English as a Second Language (ESL)

Course: Advanced ESL

Rationale Statement

When I was an undergraduate student, I took a class called International Environmental Law and Policy in which I was instructed to choose a country to represent during our class discussions on various environmental issues. The country I chose was Vanuatu, and it was in this class that I learned about how—despite contributing extremely minimally to climate change—many small developing nations are facing an existential threat because of it. Thus, for the purposes of this lesson, I wanted to highlight the impacts of climate change on those nations whose voices are often underrepresented in global discussions on the issue, such as small Pacific island nations. I also wanted to provide students with an opportunity to consider how climate change is affecting the state in which they live, and what they can do as residents of their household, community, state and country to combat it.

Objectives

Content Objectives	Language Objectives
Students will be able to: - Articulate the meaning of climate change - List factors that contribute to climate change as well as who contributes to it (specifically more industrialized nations such as the US, China, Russia, etc.) - Express what/who is impacted by climate change	Students will be able to: - Define new vocabulary words related to climate change and its effects - Compare and contrast the effects of climate change in various communities in the Pacific Islands and California - Articulate the difference in meaning between “affect” and “effect” and when to use each
Social Justice Objectives	
Students will be able to: - Share concrete examples of what can be done to combat climate change from several standpoints (i.e. micro, meso and macro levels)	

Materials

Climate Change Impacts in California. (2017, July 21). State of California, Department of Justice, Office of the Attorney General. Retrieved November 22, 2021, from

<https://oag.ca.gov/environment/impact>

How is climate change affecting the Pacific? (2020, November 22). [Video]. YouTube. Retrieved November 22, 2021, from https://www.youtube.com/watch?v=clSpjQf_bME

Procedures

Pre-Activities	Time Frame	Objective(s) Targeted
Activating Schemata: Think-pair-share - Step I: Write the following questions on the board and ask students (Ss) to take a few moments to individually brainstorm about them. Encourage Ss to write down their ideas as they brainstorm. 1. What is climate change? 2. Who contributes to climate change? Do some contribute more than others? 3. Who is impacted by climate change? Are some impacted more than others? - Step II: Put Ss into groups of 2-3 to discuss what they have brainstormed for each question. - Step III: Regroup as a class and ask each group to share what they discussed for each question. As Ss share about their group discussions, write their key takeaways on the board under each question.	20 minutes Step I: 5 mins Step II: 10 mins Step III: 5 mins	- Students will be able to articulate the meaning of climate change - Students will be able to list factors that contribute to climate change as well as who contributes to it (specifically more industrialized nations such as the US, China, Russia, etc.) - Students will be able to express what/who is impacted by climate change
During activities	Time Frame	Objective(s) Targeted
Video & Discussion: Pacific Islands - Step I: Tell Ss we are going to watch a video about the impacts of climate change on several Pacific islands. Write the following questions on the board for Ss to think about as they watch, encouraging them to jot their ideas/answers down on paper as they watch: 1. What are some of the issues facing Pacific islands due to climate change? 2. What are people of the Pacific islands doing to combat the negative effects of climate change? 3. What can governments of more developed countries do to minimize the negative effects of climate	20 minutes Step I: 2 mins	- Students will be able to express what/who is impacted by climate change - Students will be able to share concrete examples of what can be done to combat climate change from several standpoints (i.e. micro, meso and macro levels)

change? 4. Is there anything else that stands out to you in the video? - Step II: Play the video, encouraging Ss to read along with the captions if desired. - Step III: Engage in a full-class discussion about the video and questions on the board. Ask for volunteers to share their thoughts/answers and record their responses on the board under each question.	Step II: 8 mins Step III: 10 mins	
Reading & Discussion: California - Step I: Have Ss choose a partner to work through the article “Climate Change Impacts in California” with. Ss should alternate reading each paragraph aloud. Instruct Ss to do the following as they read: - Circle vocabulary words that are new for them and work together, using context clues and a dictionary, to determine their meaning. - Write the meaning(s) of new words in either their personal notebooks or in the margins of their worksheets. - Step II: Briefly regroup as a class and ask Ss to share new words they encountered and/or words they had trouble deciphering the meaning(s) of. Discuss these words as a class. Additionally, ask if anyone can share the difference between the words “affect” and “effect”. Then, briefly discuss the difference (including when to use each). - Step III: After the whole-class regroup, have Ss continue in their pairs to complete the worksheet in Appendix A, which asks the following questions: 1. How does climate change impact California? 2. Which effects of climate change in California are similar to those in the Pacific Islands? 3. Which effects of climate change in California are different from those in the Pacific Islands? 4. What are some ways climate change is affecting your home country?	40 minutes Step I: 25 minutes Step II: 5 mins Step III: 10 minutes	- Students will be able to define new vocabulary words related to climate change and its effects - Students will be able to articulate the difference in meaning between “affect” and “effect” and when to use each - Students will be able to express what/who is impacted by climate change - Students will be able to compare and contrast the effects of climate change in various communities in the Pacific Islands and California

- Note: Although students may work together on the worksheet, each student should turn in their own copy at the end of class.		
Post Activities	Time Frame	Objective(s) Targeted
Wrap-up: Whole Class Discussion - Step I: Regroup as a full class. Ask each pair about their key takeaways and any lingering questions from the reading and worksheet. Record Ss' key takeaways on the board and discuss any lingering questions as a class. - Step II: Thank Ss for their contributions. Inform them that in the next period we will start working on plans of action to combat climate change, and that they can prepare by brainstorming the following question: - Is there anything individuals can do to combat climate change? If so, what can individuals do? If not, why?	10 minutes Step I: 8 mins Step II: 2 mins	- Students will be able to share concrete examples of what can be done to combat climate change from several standpoints (i.e. micro, meso and macro levels)
Next Class: Action Plan		
The next class period would begin with a full class discussion of the question students were asked to brainstorm about for homework. The lesson would then focus on having Ss begin to think about a plan of action that consists of steps they can take to combat climate change, no matter how small, in their household, community, state and/or country. The project instructions would include having Ss: 1. Choose an interest area related to climate change (rising sea levels, forest fires, public health, etc.). 2. Identify factors that contribute to climate change and the interest area they chose. 3. Identify the impact that the interest area they chose has on the environment in their community, state, country, etc. 4. Make a list of potential actions they can take, and can encourage others to take, to combat climate change, and thus, the interest area affecting their community, state, country, etc. 5. Brainstorm how they could implement one or more of these actions and reflect on what they hope the impact of their action will be. Students would have time in this class period to individually brainstorm in their journals and then discuss with their peers.		

Formative Assessment Strategy

During full-class discussions, I will monitor student learning by assessing students' answers and contributions to discussion questions. During pair and group work, I will circle the room to check on students' progress and answer any questions they have. Additionally, students will turn in their worksheets (Appendix A), so I will be able to formatively assess their written work.

Differentiation

I differentiated learning style preferences by including opportunities for individual work, pair/small group work and full-class discussions. Additionally, for pair/small group work, I assigned students to groups for one activity and allowed them to choose their own pairs/small groups for the other activity. I also included different types of media sources (an article for reading and a video for listening) to accommodate student preferences and incorporate multiple language skills. Additionally, the chosen video includes captions, so students who would like to read along while listening have the choice to do so.

Reflection

1. Please discuss this lesson's strengths, weaknesses, and affordances for student learning and potential threats/pitfalls.

Strengths of this lesson plan are that (1) it shares the impacts of climate change from multiple perspectives (i.e. small Pacific island nations, as well as the state in which students live) and (2) it encourages students to think critically about what climate change means, who contributes to it and who is affected by it. The lesson affords learners with the opportunity to think about where their communities stand in the global discussion on climate change, what they hope will come out of the discussion and how they can work towards making genuine, positive environmental changes.

A weakness of this lesson plan is that all students are working with the same materials and learning the same content. Because of this, if there are students who are not interested in these materials, or for whom the materials might be slightly outside of their proficiency range, the lesson plan does not include alternate materials for them to work on. Another pitfall is that climate change might be a sensitive issue for students to discuss, perhaps because they (or their families, communities, home countries, etc.) have suffered personally from the impact of climate change.

2. If you get a chance to teach this lesson plan, reflect on the strengths and weaknesses of your lesson. How did it go? What would you do differently?

I have not yet had a chance to teach this lesson, but will report back when I do.

3. Any thoughts to add after the workshop feedback session?

The workshop session was very helpful in terms of nailing down more concrete details for the lesson plan. I appreciated the time everyone took to provide me with specific feedback and suggestions, which have been implemented in this final version. The workshop helped me realize that while it is great to have a lot of ideas for a lesson plan, it is also important to be realistic about timing and can/should be included in a single (in this case 90-minute) lesson plan.

Appendix A

Worksheet: Climate Change Impacts

Name: _____ Name of partner: _____

Date: _____

Directions: With your partner, discuss the following questions after reading the article “Climate Change Impacts in California”. Each person should complete their own worksheet to turn in before the end of class.

1. How does climate change impact California?

2. Which effects of climate change in California are *similar to* those in the Pacific Islands?

3. Which effects of climate change in California are *different from* those in the Pacific Islands?

4. What are some ways climate change is affecting your home country?
