

## 'Whatever it takes': students at 50 US high schools launch climate initiative

### Level 3: Advanced – Teacher's notes

**Article summary:** A youth-led initiative is demanding change. The Green New Deal for Schools requires that districts teach climate justice, update buildings, and plan for extreme weather (and more). Students also share their experiences.

**Time:** 60–90 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Collocations

**Materials needed:** One copy of the worksheet per student

#### 1. Warmer

- a. Write the term "climate change" on the board and elicit its meaning. Then, put students into small groups and ask them to discuss the questions based on their own experience. Monitor and add any useful words or phrases on the board.

#### 2. Key words

- a. Ask students to complete the activity in pairs. Once they have completed it, ask them to compare their answers with other pairs. Check answers with the class and elicit any other information students might have about the words.

**Key:**

1. *collective*
2. *petition*
3. *wage, waging*
4. *rage, raging*
5. *resilient*
6. *searing*
7. *pummel, pummelled*
8. *aggravate*
9. *toll*
10. *dissemination*
11. *misconstrue, misconstrued*
12. *strip, stripped*

13. *hone*

14. *advocacy*

#### 3. Comprehension check

- a. Ask students to skim the text quickly (in two minutes) and complete the task.

**Key:**

*i*

- b. Ask students to scan the text, looking for the specific information. Have them compare their answers before checking with the whole class. You can also turn this into a reading race and read the statements individually while students scan the text for the answer and try to get it first.

**Key:**

1. *Sunrise Movement*
2. *Portland, Oregon*
3. *heatwaves, wildfires in Maui, tropical storm in southern Texas*
4. *Summer Mathis*
5. *"divisive concepts" law*
6. *Texas*
7. *Florida*
8. *Idaho*
9. *Aster Chau*
10. *150*
11. *Ed Markey*
12. *expand and develop curricula, hire staff, and retrofit campuses*

- c. Ask students to scan the text a third time and underline or highlight all the critical information that hasn't been underlined. Then, put them in pairs and ask them to compare the words they highlighted and to use these to summarise the article.

#### 4. Key language

- a. Students could be asked to do this exercise in pairs. Have them share their knowledge and encourage them to use a collocations dictionary if possible. You can also ask them to scan the article to find the words and highlight the phrases.

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**Key:**

1. *launch an initiative*
2. *create pathways (or an initiative)*
3. *wage a battle*
4. *ban books*
5. *develop a climate disaster plan / curricula (or pathways)*
6. *engage with a topic*
7. *avoid/discourage a discussion*
8. *emphasise positive aspects*
9. *provide funding*
10. *retrofit campuses*

- b. Ask students to complete the questions individually or in pairs. Then, have them ask and answer the questions in different pairs. Encourage them to add reasons for their answers. If your students need one, you could ask this example: *Under what circumstances should a book be banned?*

### 5. Discussion

- a. Allow students time to read and reflect on the students' statements as they note down their ideas. Encourage them to support their opinions with examples. Then, put students in pairs or small groups and have them discuss the statements using their notes.

### 6. In your own words

- a. Give students time to research. It is okay if they do the research in their language. Have them make notes. Then, ask them to reflect on the area they feel needs to change most.
- b. Ask students to follow the steps to plan their petition. You can also encourage them to look at examples of petitions online. Once students have written their first draft, ask them to exchange their texts and peer edit before sharing it with the rest of the class (on a digital or physical wall). Encourage students to sign all the petitions they would like to support.