

## Green living – global warming Integrated literacy and numeracy activity

### **Speaking and Listening:**

Introduce discussion on the topic by putting up pictures on the wall of different weather conditions or landscapes (e.g. storms, floods, drought etc) Ask learners in pairs to choose a picture and to describe the conditions. Find out how much learners know about the issues around global warming.

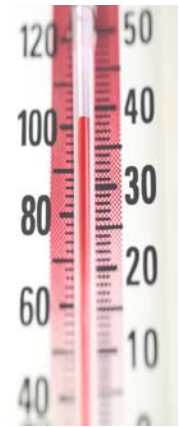
### **Reading and Writing:**

Choose and list new/topic focussed vocabulary for the subject area to introduce and use during this session.

### **Measure and Number:**

Ask learners if they know what the temperature is in °C, then get them to check the temperature outside in order to compare this with the forecast for the area and find the difference.

[Curriculum references](#)



### **Reading, Writing and Handling Data:**

List websites and/or prepare reading materials at an appropriate level to enable learners to research their local area and record temperatures. This should include finding and noting down current and historical data. Learners can work in pairs, small groups or individually.

[Curriculum references](#)

### **Speaking and Listening:**

Group discussion of issues: Show an illustration depicting the River Thames frozen over and ask learners for their comments in order to return to the discussion on global warming. Explore any environmental issues highlighted. Compare the views of the group with views of different groups found in the media including on the internet.

[Curriculum references](#)

### **Handling Data:**

Learners compare historical data with current data by:

- charting selected comparable temperatures over a given period.
- finding average temperatures for selected periods
- finding the range of temperatures for selected periods.

### **Speaking and Listening:**

Learners report back their findings.

[Curriculum references](#)

This set of tasks could be organised either as a whole group activity (with the tutor assigning tasks) or could be subject to negotiation with the group in order to assign individual, paired or small group tasks. These steps could be adapted for a variety of events, e.g. transport, recycling, community action.

## Green Living – Global Warming Integrated activity Literacy/Numeracy

### Speaking and Listening:

[SLIr/E1.1](#), [1.2](#), [1.6](#); [SLc/E1.3](#); [SLIr/E2.2](#), [2.4](#); [SLd/E2.1](#), [2.2](#);  
[SLIr/E3.5](#); [SLd/L1.2](#).

### Reading and Writing:

[Ww/E1.4](#); [Rw/E2.2](#)

### Measure and Number:

[MSS1/E2.8](#); [E2.9](#), [E3.9](#), [L1.4](#), [L2.4](#) [N1/E2.3](#), [E2.8](#)

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### Reading, Writing and Handling Data:

[Ww/E1.1](#), [1.2](#), [Rt/E2.1](#), [Rt/E2.3](#), [Rt/E3.1](#), [Rt/E3.8](#);  
[Rt/L1.3](#), [4](#)  
[HD1/E2.1](#), [E2.2](#), [E3.1](#), [E3.2](#), [L1.1](#), [L2.1](#) [HD1/E2.5](#),  
[E3.4](#), [L1.2](#), [L2.2](#)

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### Useful websites

<http://www.foe.co.uk/>

<http://www.greenpeace.org.uk/>

<http://www.unep.org/>

<http://www.defra.gov.uk/>

<http://www.rspb.org.uk/>

<http://www.wwf.org.uk/core/index.asp>

### Speaking and Listening:

[SLIr/E1.1](#), [1.5](#); [SLc/L1.1](#), [2](#), [3](#); [SLd/L1](#);

[Integrated activity](#)

### Handling Data:

c) [HD1/E3.4](#), [L1.2](#), [L2.2](#)  
[HD1/L1.3](#), [L2.3](#)  
[HD1/L1.4](#), [L2.4](#)

### Speaking and Listening:

[SLIr/E1.5](#); [SLc/L1.1](#); [SLIr/E2.2](#), [2.3](#);  
[SLc/E2.1](#)

[Integrated activity](#)

If you are interested in developing the topic of Green Living with your learners, you can find some ideas for other reading and writing activities in the [Adult literacy Curriculum - Ideas and Suggestions – Integrated activities – Integrated Activity Green Living](#).