



**WORLD
AIMS**

*Climate Change
Learn, Think, Do*

Educational Pack for KS2

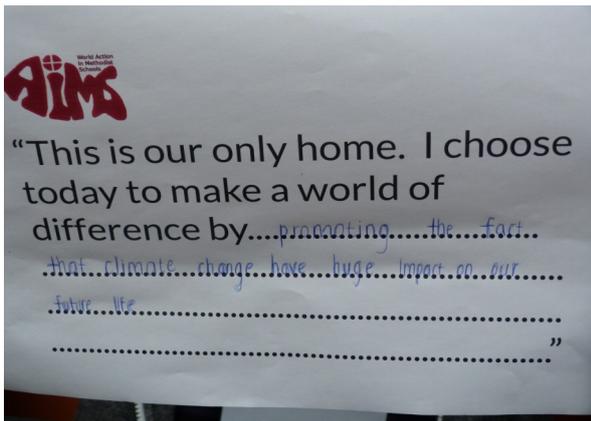
Why Learn About Climate Change?



Not only does learning about Climate Change naturally lend itself to many areas of the National Curriculum with ease, it is a current issue being raised within many areas of society. Therefore, it is both current and relevant.

As young people will be expected to develop, create and innovate solutions to the consequences of climate change, we as educators, must equip them with the knowledge and understanding of the issue and its impact on our world.

Young people should be able to be part of decisions about their future and to be articulate when and confident in raising their voice.



"This is our only home. Let's make a world of difference." Morgan Freeman





How Can This Pack be Implemented Across the School?

The delivery of this topic or these lessons is very flexible. They can be introduced into single classes as a topic for a term or as a whole school focus with different classes taking on different areas of the topic.



Within this pack there are many lessons to choose from, some have been planned and others are ideas which can be developed by individual teachers to suit their own class and school. We hope you and the children enjoy learning about Climate Change and how we all can make a difference!



Cross Curricular Topic Ideas



R.S./R.E.

- Research and present what different faiths say about looking after our world. "Stewards of the earth"

Learning Environment

- Have different weather extreme sections of the classroom: desert section/Antarctic section
- Turn the classroom into the rainforest with a focus on deforestation

History

Research and create a factfile or a timeline on the history of the rainforest and now how it is being affected by deforestation.

Geography

- Journey of chocolate: From Bean to Bar. Research and map out the journey chocolate takes in its production.
- Weather charts (see Numeracy)
- Write extreme weather factfiles including locations of most likely weathers.

PSHE/Citizenship

- Thinking about/organising a school Walking bus or walk to school day or week.
- Personal power pledges/promises written on wind turbines or in a photograph.
- Climate changes action ideas and activities inside of and outside of school. Ideas come from the students.

Art

Make collage portraits of famous inventors out of recycled materials.
Stormy weather/tornado/tsunami/ desert art.
line drawings of endangered animals or animals from the rainforest to hang around the classroom.



Science

- **Materials** -identifying and sort-ing/classifying materials eg in a recycling centre. (magnetism, absorbing, malleability)
- Carry out own investigations relating to one of the above properties, in small groups.
- **Plants:** investigating and learning about what a plant needs to live and grow. How are they affected if you remove one of these?

Numeracy

Match the number of years it takes for a product to decompose to the correct product/item (starter).

Measuring – temperatures/using thermometers.

Handling data – keeping a weather diary and recording results on a graph.

Reading data – UK weather data from MET Office.

Literacy

- Love stories – what do you love? How is it affected by Climate Change?
- Instructions for making a wind/water turbine or the solar powered boat.
- Hold a debate on “No more plastic bags”.
- Create case studies – information texts on inventors and their inventions which now contribute to Climate Change. Eg Thomas Edison.
- Eco poetry- written and performed.
- News article on current climate issue such as plastic bags/composting bins for all homes. Think about sending these into First News.

Write about extreme weather – factfiles (See Geography).

ICT

- Data collection from spreadsheets and inputting data
- Typing up newspaper article

P.E.

- Eco movement/dance to share a message.

D&T

- Design and make a wind turbine.
- Building a simple water turbine.
- Design and make a solar powered boat using motors and PV cells.

Resources Checklist



Regular Resources

- Post it notes,
- coloured pens,
- pencils,
- recycled paper,

Disclaimer: We recommend use of appropriate resources and materials to suit your class or school. All resources and materials can be adapted or changed as needed.

Lesson 1:

A3 card or paper for graffiti boards with questions written in the middle.

Lesson 4:

A large bag of rubbish (pre-sorted/inspected),
 appendices 6 and 7,
 glass jars.

Lesson 2:

Coal,
 Oil,
 Box of "gas",
 Appendices 1,2, 3 and 4,

Lesson 5:

Materials for sorting,
 BBC video clips.

Lesson 3:

Video of construction of a windfarm,
 squares of paper or card for wind turbines,
 paper fasteners,
 soft wood or straws,
 corks,
 sellotape,
 plastic juice bottles,
 Toothpicks or cocktail sticks.

Lesson 6:

Paintbrushes,
 paints with trays and water,
 tablecloths,
 appendix 8.

Lesson 7:

Computers or laptops,
 record sheets.

Lesson 8:

Quiz questions,
 strips of paper.



Curriculum Links KS2

Science KS2

Pupils should be taught: a) that science is about thinking creatively to try to explain how living and non-living things work, and to establish links between causes and effects [for example, Jenner's vaccination work]

Year 4: Describe the use of electricity to power common appliances.

Geography KS2

Recognise some physical and human processes and explain how these can cause changes in places and environments.

human geography including land use and the distribution of natural resources.

D&T:

Follow procedure for safety and hygiene

Measure, mark out, cut and shape materials and components with some accuracy(UKS2 – accurately)

Assemble, join and combine materials and components with some accuracy(UKS2 – accurately)

Art and Design:

To improve their mastery of art and design techniques...including painting.

ICT:

Use sequence, selection and repetition in programs; work with variables and various forms of input and output.

Understand computer networks including the internet; how they can provide multiple services; such as the world wide web...

Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Use technology safely, respectfully and responsibly.

Literacy: LKS2

Checking that what they read makes sense to them, discussing their understanding and explaining the meaning of words in context.

Retrieve and record information from non-fiction.

In non-narrative material, using simple organisational devices (For example headings and sub-headings).

Quick Guide to the Lesson Plans



Words written in bold and blue are key questions within the lesson.

For example:

What do you already know about Climate Change and energy?

KTP = Key Teaching Point

TPS= Think, Pair, Share

(5minutes) = recommended time scale for that section of the lesson.

50 minutes

= Total time advised for the lesson.

Glossary of Terms

Climate Change: a change in climate and weather patterns and the increased amount of Carbon Dioxide in the atmosphere.

energy: what is needed to make something work.

renewable energy: energy or sources of energy that will not run out. They are infinite resources.

non-renewable energy: energy or sources of energy that will eventually run out. They are finite resources.

biodegradable: a products ability to decompose naturally without creating harmful pollution.

decomposition: the process of decay, rotting.

wind turbine: a tall machine used for generating power/energy. Has a large wheel attached which rotates with the wind. This is what generates the electricity.

wind farm: is the group of wind turbines in one area, generating and collecting energy.

fossil fuels: are natural fuels, made over many years in the past. The three main fossil fuels we refer to are: coal, oil and gas.

tornado: Most common in the USA but can occur all over the world. It looks like a long, funnel shaped cloud, which is a violent rotating cloud or wind.

hurricane: is a strong violent wind or a tropical cyclone which has strengthened over days or weeks.

reduce: to create less waste, reduce the amount of waste by reusing, recycling etc.

reuse: to reuse a product or material for a different or similar use instead of throwing it away.

recycle: to reuse the material of a product by turning it into something else.



Top Tips for Support and Differentiation

Introductions and Plenaries

During all of these sections of the lessons, individual children can be given different roles for eg to pass round visual items, change the slides on the PowerPoint. Each of the sections are also intended to last for a maximum of ten minutes, ensuring that lessons are well paced and different learning style needs are met for different pupils. These may also be quite interactive to aim to keep children engaged and motivated throughout the lesson.

Activities

All activities, when it is group or paired tasks, are recommended to be mixed ability and where possible, organised by the teacher in order to maximise the support provided for those who need it and encourage some of the more able to explain their reasoning to others, providing further challenge.

Independent tasks can be supported through visuals, some of which has been provided and there is flexibility with the outcomes and expectations with each task. For example, SEN pupils could draw images on graffiti boards instead of writing or simply write individual words and children can be reminded, that their spelling will not be assessed on such tasks.

When choosing children to share, present or sometimes answer questions, lollipop sticks or a form of random name picking is recommended as an alternative to hands up. **Think, Pair, Share** has also been included to encourage all pupils to talk and share with one another.

When children are working on tasks, perhaps consider the use of a **visual clock** or stopwatch to keep children focused and support those who need regular warnings before transitions within a lesson.

More Support and Differentiation...

Each lesson consists of **movement** opportunities. Each section, where possible in your own classroom setting, should require the children to move to a different part of their classroom, even if just for a few minutes.

The **questions** throughout the lessons are varied and adaptable. They are varied to suit the many levels within the class and can be targeted to specific groups or children, to reinforce, assess, support or extend.

Learning Objectives and key vocabulary should be orally shared and visually displayed in every lesson.



Learn All You Can

A series of lesson plans on Climate Change



Introduction to Climate Change

30 minutes

Learning Objectives

The children will be able to: share orally and in written form what they already know about Climate Change and energy.

The children will be able to: share orally and in written form what they would like to find out about Climate Change and energy.

Introduction

Ink Waster Challenge:

On a whiteboard or post-it note, children write down as many single words that come to mind when they hear "Climate Change". Children have 30 seconds.

Feedback: **What words did you associate with Climate Change?**

Share words on large board if possible. *(5minutes)*

Key Words

Climate Change

Energy

Activity 1

Children work collaboratively to write on the graffiti boards the answer to the question: **What do you already know about Climate Change and energy?** *(5minutes)*

Activity 2

What questions do you have about Climate Change? What would you like to find out or find out more about regarding Climate Change?
Children write down what they think on the graffiti board around the questions.
(5minutes)

Activity 3

How would you like to learn about this in the classroom? What activities would you like to do/would find interesting?
Children write down what they think on the graffiti board around the questions.
(5minutes)

Plenary

Feedback what the children have written on the graffiti boards. Ask some students to explain or expand upon what they have written. For example: **What do you mean when you say ___?** Put up the graffiti boards for visual display and recognition of progress.

Have you learned anything new already from hearing and seeing your friends share?

Introduce Climate Change/For the Love of.../Keen to be Green as the topic or focus of study.
(5minutes)



Electricity and Energy

Learning Objectives

45 minutes

The children will be able to: orally describe the difference between renewable and non-renewable energy.

The children will be able to: collaboratively describe what kinds of energy are given off and needed to power many of our household and personal belongings.



Introduction

Energy activity

Questions on the board to start: **What is energy? How do WE get energy to move, run, work etc?**

Children think, pair, share and then feedback their answers to the whole class.

Ask children to curl up small into a ball and after 3, jump up as high and as fast as they can, on the spot.

Key Teaching Point 1 (KTP): To do this, you needed energy. That energy came from food and water.

KTP 2: Things that we use for cooking, talking to people, cleaning, need energy to work too and can give off or give out energy too.

(5minutes)



Station 1: Electricity

Electricity 'thought shower'. Stick post-it notes of thought around the questions.



Station 2: Non-renewable energy

Have some coal, oil and a "box of gas" (empty box) at a table or on the floor. Students discuss what all of these items have in common. **What are each of these used for? Where do they come from? Does anyone know of any problems with these?** Use the graph (appendix 1) to work out how much will be left of each when they are 50! (6minutes)

Plenary

Part 1: (See appendix 4) Share the statements about electricity and energy and the children decide if they think each statement is true or false. Show their answers on a mini whiteboard. **Part 2: Thought Bubbles**

Children write down one thing they have learned from the lesson. These could be displayed around the classroom. (12minutes: 6 and 6)

Key Words

Climate Change
electricity
renewable
fossil fuels
energy
generate
non-renewable
oil



Station 3: Different kinds of Energy

On the table or carpet, have a variety of household and/or school items laid out and large energy cards printed out (See appendix 3). Children match the kinds of energy to the item. Items could include: a desk fan; iron(unplugged); ipad; telephone; lamp; hairdryer; ipod or music system; torch etc. So a lamp would match with heat energy and light energy.

Include teaching on renewable energy once every group has been round all three stations. (visuals in Appendix 2) (15minutes)

Wind and Water Turbines



50 minutes

Learning Objectives

The children will be able to make a wind and a water turbine following the instructions from the teacher and sheet.

The children will be able to identify things which they can do to reduce the amount of electricity and energy they use and write this/these on their wind turbines.

Starter

Write down as many different items that use up energy and electricity in one minute.

Feedback. **What can you remember from the last lesson?** Children can write their answers on mini whiteboards, paper, post-

Key Words

Climate Change
energy
renewable
non-renewable
turbine
wind
water

Introduction

Thinking back to the previous lesson, ask the children, **where does the energy we use come from?**
What is the problem with using coal, oil or gas?

Watch the video on the construction of a wind

turbine. <http://www.youtube.com/watch?v=MHS10eGjNq8> (13minutes)



Activity 1: Carousel

Step 1: Gather children around a table. Using squares of coloured paper, model with them how to make the 2 diagonal folds in the paper and cut along each diagonal line, half way in to the centre point.

Allow time for children to go to their desks to make the folds and cuts.

Step 2 – Pull each alternate piece into the centre of the square and hold them with a finger. Put a paper fastener through them(not the finger!) and then into soft wood or a straw behind, acting as the pole.

Step 3 – On the flat pieces of the wind turbine, children can write a promise or a pledge. For example: turn off lights around the house when they are not using them (appendix 5). (10-12minutes)

Plenary



Activity 2: Carousel

See instruction sheet attached on building a water turbine. (Appendix 6) **How do you think this water turbine generates and collects energy?** (10-12minutes)

Feedback: **What were your pledges/promises? can you encourage other people such as your friends and family members to also make a difference?**

Why do you think we use mostly wind and water power here in the UK? Why do we use less solar power?

TPS(Think, pair, share) each question first. (4-5minutes)



What a Lot of Rubbish!

Learning Objectives

45 minutes

The children will be able to: collaboratively order the journey of our rubbish from the bin to the landfill and beyond.

The children will be able to: orally share what three things we can do to reduce our waste and think of a new use for a recyclable item.

Starter: Rubbish Confessions

Ask the children to tell the person beside them everything they have thrown away that day or the day before.

Feedback. **Who has thrown away the most rubbish?** (5minutes)



Introduction

Empty a large bag of rubbish onto the floor (in the most visible location and mostly clean). Explain to the children that they will be learning all about rubbish in this lesson.

What Happens to Our Rubbish?

In small groups, the children should try to think about the order of the journey of rubbish from the bin to the landfill. After 4 minutes feedback. (7minutes)



Activity 1

Paired and group discussions: **“What’s your opinion about litter and waste?”** Children discuss their opinions, possibly what they think the consequences are of littering and waste and the solutions. Encourage children to give reasons for their responses to this question. The children can think, pair, share and then ‘snowball’ their pairs and discussions (2 pairs partner up). (6-8minutes)



Activity 2

Key Teaching Point 1: Decomposition is when the materials break down into smaller parts and eventually soil. It is nature’s way of recycling. Many things take a long time to decompose or almost never will decompose, This means they are not what we call “biodegradable”. Children take part in a multiple choice quiz about waste and how long they think things take to decompose (appendix 7). (10minutes)

Key Words

Climate Change
rubbish
landfill
reuse
decompose
biodegradable



Activity 3

Introduce the 3 R’s: Reduce, Reuse and Recycle. Children design a new use for a glass jar. If there is a selection in their classroom, they could choose which one they wanted to design a reuse for. (10minutes)



Plenary

Share different ideas of uses for a glass jar. **What other things do we/you throw away that can be reused for something else?** TPS and feedback to the whole class. (5minutes)

Recycling: Sorting Materials



45 minutes

Learning Objectives

The children will be able to: collaboratively sort waste materials into different categories according to what they are made of.

The children will be able to: present persuasive reasons for recycle in a poster.

Starter

Challenge: In small, mixed groups give the children a collection of different items made of different materials (materials made out of aluminium, glass (not broken), paper, plastic etc) and ask each group to sort all of these mixed “materials” into groups. **Feedback:** *How did you sort the materials?*

What groups/categories did you choose and why?

(5-7minutes)

Introduction

Key Teaching Point 1: Many materials that we use can be recycled. **What does recycled mean?** Recycle means to turn the material into something else for the same or different use. **Does anyone sort their rubbish at home? Do you have different bins? What is good about recycling?**

Watch this clip about sorting waste.

<http://www.bbc.co.uk/learningzone/clips/recycling-whats-the-best-way-to-sort-waste/2470.html> *(5-7minutes)*

Key Words

Climate Change
materials
non-recyclable
plastic
polystyrene
metal
textiles
aluminium
paper
glass
plastic



Activity 1

Re-sort their materials in their groups into recyclable categories **How would the recycling plant sort these materials?** Children can also label each category using post it notes. *(5minutes)*



Activity 2

Use recycled paper or pre-used paper to design a poster for their home or school to remind people to recycle their rubbish. If they are for school, start to choose places for the posters where the rest of the school will see and be encouraged to recycle. *(20minutes)*

Plenary

Remind each other what the meanings of reuse and recycle are. **What do you think reduce might mean? How can we reduce the amount of waste we create?** Watch the second clip on waste from BBC. <http://www.bbc.co.uk/learningzone/clips/recycling-and-the-incineration-of-waste/1577.html> *(6-7minutes)*



Extreme Weather: Tornadoes

Learning Objectives

60 minutes

The children will be able to: paint a landscape picture of a tornado in action using mixing of colours and improving their painting techniques.

Introduction

Show a picture of a tornado on the interactive white board: **What is this a picture of? Why do we get them? Where do Tornadoes/hurricanes usually happen? Why do you think Climate Change affects the weather? What other extreme weather effects have you seen or heard about?**

Show a PowerPoint to visually show children about the weather effects. *(10minutes)*



Step 1

Painting the tornado: teacher model mixing white or black with different colours to produce different shades and then how to create a curved, spinning effect by painting – to paint the tornado, using real photographs (appendix 8a-b) Children start painting their chosen hurricane using the photographs to copy. Encourage mixing and smooth brush strokes in the same direction. **Why is it important to paint strokes in the same direction?** *(15minutes)*



Step 2

Step 2: Gather children around a table. Teacher model painting techniques for the remainder of the picture, the background and some details. Pick up on any areas for development such as how much paint or water to use, or mixing well. The children can continue completing their paintings. *(20minutes)*

Key Words

Climate Change

tornado

weather

paint

shade

darker

lighter

Mini Plenary

Pick out a student or two who are using a good technique, show their work to the rest of the class. This should help and motivate those who may be struggling or who need further visuals. *(4-5minutes)*



Plenary

Showing off children's art work and children providing peer assessment: 2 stars and a wish. **What is good about the way they have painted their picture? What mix of colours can you see? How could they improve on their painting technique next time?** *(10minutes)*



Extreme Weather: Factfiles

60 minutes

Learning Objectives

The children will be able to: in mixed ability pairs, research using books and the internet, information about a specific kind of extreme weather and how Climate Change has affected it.

The children will be able to: in pairs, design and create a factfile to present the key information they have found out to share with others.

The children will be able to: in pairs, use a computer or a laptop and Microsoft Word or Publisher to design a factfile leaflet or booklet on one type of extreme weather.

Introduction

What extreme weathers can you remember from the last discussion? Did we miss any out? How is Climate Change affecting these? Explain to the children how Climate Change can be and is affecting these weather conditions and people or land across the world. (5-10minutes)

Activity 1

Children will research in mixed ability pairs one type of extreme weather and record brief notes on their recording sheet. Remind children about note-taking rather than copying. A copy of the recording sheet can be found in appendix 9 with a list of websites to use. Ensure not all pairs are working on the same weather condition. (20minutes)

Activity 2

Children work with the same partner to turn their information into a factfile produced on a computer or laptop. Discuss with the children good and ineffective ways of sharing and presenting information.

Ensure they work to get the information down first and then change fonts, sizes and styles etc. (25minutes)

Key Words

Climate Change
factfile
tsunami
tornado
hurricane
drought
heatwave
heavy rain
weather

Plenary

Showcase factfiles and ask the children to provide peer feedback using 2 stars and a wish or similar tool. (5-6minutes)



What Have We Learned?

50 minutes

Learning Objectives

The children will be able to: independently, orally share and record in writing what they have learned about our planet and Climate Change.

Introduction

Fun Quiz on all that they have learned – See appendix 10 — can be done individually, in pairs or groups. *(10minutes)*

Key Words

Climate Change
Enquiry
learning



Activity 1

Making a 'What I have learned about Climate Change' Wall. Making posters for the wall which display what the children have learned. Provide ideas of how they could present this information eg. like a journey mind map, sections. *(25minutes)*



Activity 2

What I would still like to learn more about box. Children fill out a strip of paper or card of what they still would like to know. It could be a sentence or a question. Afterwards, they fold it and put it in the "Enquiry Box". *(5minutes)*

Plenary

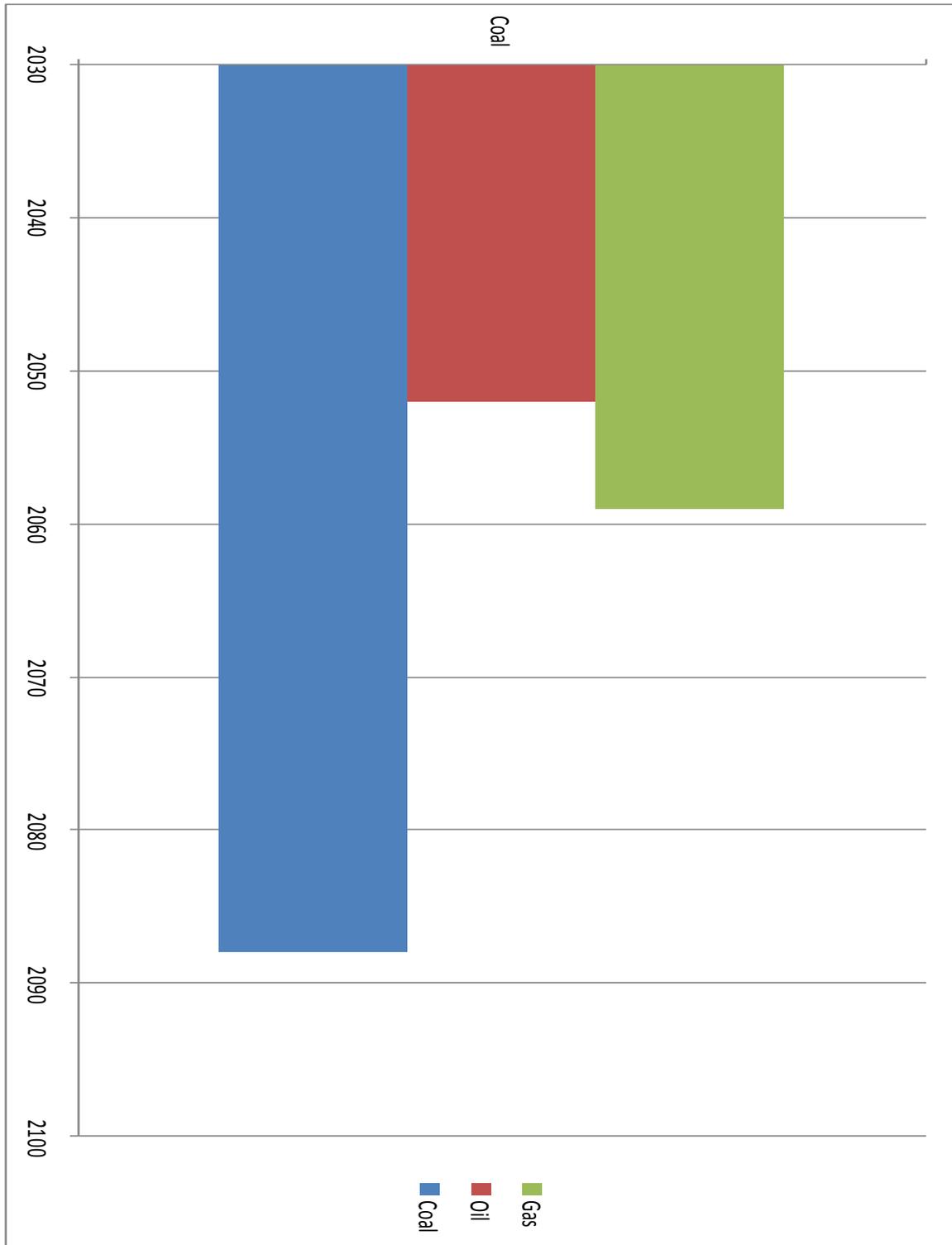
Sharing what the children have learned with each other through presenting their posters. Teacher can identify gaps in learning and areas for development. *(10minutes)*

Appendix 1

Fossil Fuels Energy Graph



Data: Ecotricity



What year will it be when you are 50? 60? What fossil fuels are expected to be left when you are these ages?



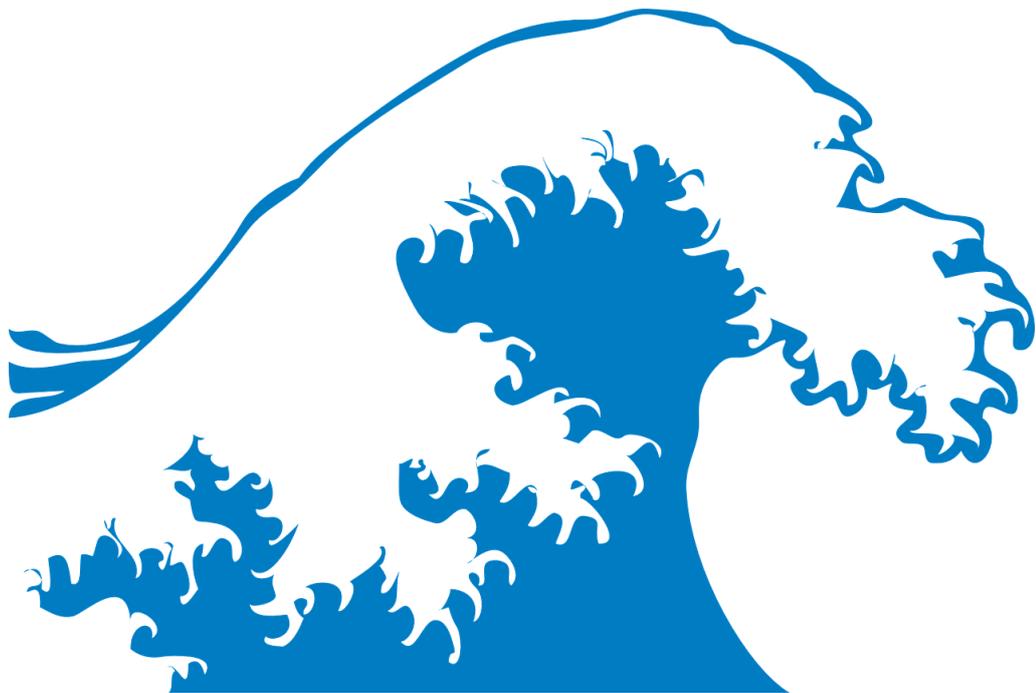
Renewable Energy Sources



Solar Power



Wind Power



Water Power

Types of Energy



Heat

Light

Sound



Statements on Electricity and Energy

The energy we use from fossil fuels (coal, oil and gas) will never run out.

Electricity doesn't need energy for power.

Television generates electricity.

Music systems give out sound energy.

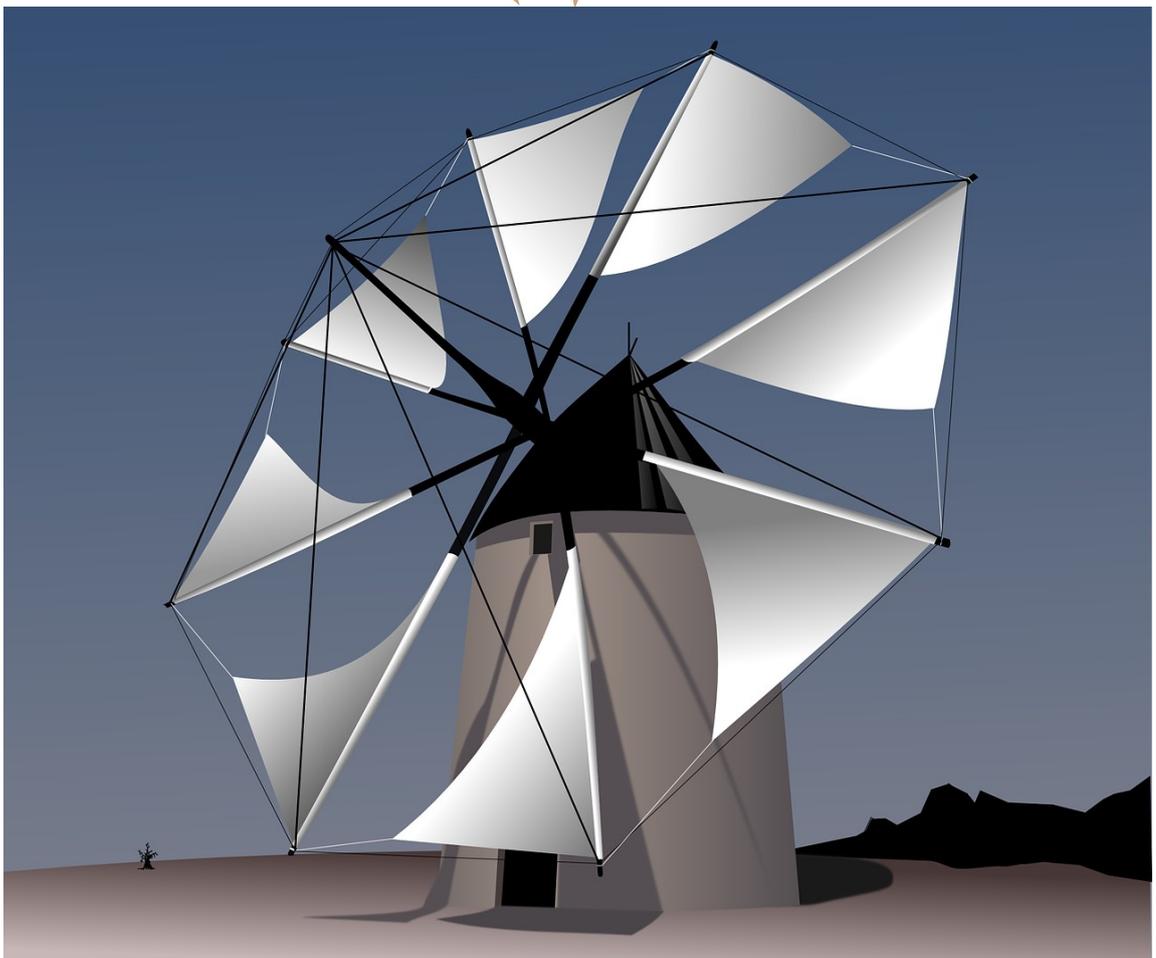
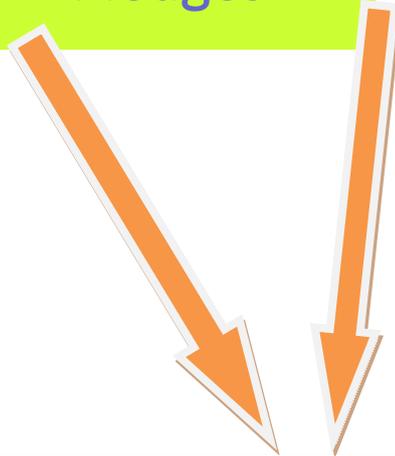
Everything we use needs electricity.

Non-renewable means that it will never run out.

A Paper Wind Turbine



Pledges





How to Make a Miniature Water Turbine

What You Will Need:

- ✦ Sellotape
- ✦ A cork
- ✦ Plastic juice bottle eg squash
- ✦ Two toothpicks or cocktail sticks
- ✦ Ruler

Method:

1. Cut off the bottom of a plastic bottle, about 6 cm from the base and cut two tiny slits on the open end of the bottle, opposite each other.
2. Cut out 4 or more strips from the leftover plastic bottle, each one the same length as the cork and 3cm wide.
3. Sellotape the strips onto the cork, evenly spaced out and sticking out.
4. Pierce the toothpick or cocktail stick through the centre of the cork, all the way through from one flat face to the other.
5. Sit the cork into the plastic bottle base by resting the cocktail stick or toothpick into the slits.
6. Test your water turbine by pouring over water or using a tap.
7. Decorate your water turbine!

Appendix 7

Decompose This! Quiz



1. How many years does a glass bottle take to decompose?

1 million years

5 years

50 years

2. A newspaper takes

1 day

6 days

6 weeks, to decompose?

3. How long does a paper towel take to decompose?

2-4 weeks

2-4 days

2-4 hours

4. A plastic bottle takes

1 year

100 years

450 years to decompose?

5. How long, approximately, does a plastic bag like a Tesco, Sainsbury's or Asda bag take to decompose?

1 year

100 years

10-20 years

6. An aluminium can(coke, fanta etc) takes up to:

20 years

50 years

200 years

Answers for teachers are in red.

Statistics from: www.greenlivingtips.com



Tornado Photographs





Tornado Photographs





Research: Recording Sheet

Our weather type we are researching: _____

Recommended Websites:

www.nationalgeographic.com/environment

www.metoffice.co.uk/climate-guide

www.nrdc.org/globalwarming/climate-change-impacts

<http://www.bbc.co.uk/education/topics/zwk82hv>

Notes on research found:

Most interesting or shocking piece of information:

Climate Change Quiz



Energy and Electricity

What is the name we give to coal, oil and gas collaboratively?

What kind of energy is produced by the sun?

What is the difference between renewable and non-renewable energy?

Reduce, Reuse, Recycle

What are the “ 3 R ’ s ” ?

What is the difference between Reuse and Recycle?

Name 6 different materials which can be recycled.

How long does it take for a glass bottle to decompose?

Weather

Name 3 types of extreme weather being affected by Climate Change.

What is a drought?



Think All You Can

Lessons to encourage discussion and exploration of Climate
Change

Climate Change: Is it Real?



60 minutes

Learning Objectives

The children will be able to: research points relevant to their argument from reliable sources.

The children will be able to: orally debate the existence or humans affect on Climate Change as part of a team, using their research.

Introduction

Have these two quotes on the board and ask children to discuss with people beside them, then feedback as a whole class.

"Global warming -- at least the modern nightmare vision -- is a myth. I am sure of it and so are a growing number of scientists. But what is really worrying is that the world's politicians and policy makers are not." **David Bellamy, 2004.**

"Climate Change is happening, humans are causing it and I think this is perhaps the most serious environmental issue facing us."

Bill Nye

Form the class into 2 teams and set up research options, explain tasks ahead. (5-7minutes)

Key Words

debate
Climate Change
research
teamwork
argue
persuade

Activity 1

In their teams, children will research facts and opinions for the debate. They should discuss things which the opposing side may say and therefore develop arguments to combat these and persuade otherwise.

Children appoint several different speakers for their team.

(30minutes)

Activity 2

Hold a debate on "Climate Change—Is it real?" (20minutes)

Plenary

At the end, ask the children which side they most agree with and why. **Has anyone changed their mind since the beginning of the lesson?** (5minutes)



What Do You Love?

Learning Objectives

60 minutes

The children will be able to: share what they love about the planet and how it is being affected by Climate Change.

Key Words

Climate Change
affected

Introduction

Ask the children, to think and share 2 things that they love. Give examples: summer, friends, family, chocolate, rugby...

Watch the For the Love of... Campaign video.

www.fortheloveof.org.uk

(5-10minutes)

Activity 1

How is what you love being affected by Climate Change?

Children research, including use of the "For the Love of" Website, how what they love is being affected.

(20minutes)

Activity 2

Children work in small groups to prepare a presentation for the rest of the class their findings.

Children can decide how they wish to present what they have found. *(20minutes)*

Plenary

Watch presentations from the groups.

(10-15minutes)



Do All You Can

Ideas for taking action on Climate Change



Boards
Switch Off!

Meat Free
Mondays

Plastic Free
Lunches

Cycle, walk,
skate to
school days

Ideas for Taking Action in School

Waste Less
Wednesdays

Electricity
Free Hour

Paperless
days



Chargers off when they are not charging!

Boil the water you need

Leftover dinner day

Invest in a compost bin. Waste less food.

Ideas for Taking Action at Home

Lights Out! (When you don't need them!)

Recycle as much as possible!

Games night: without electricity

Tree plant in your garden.



Write letters to big users of energy in the community, asking them to use less. Or visit them personally and ask them to make 1 commitment to protecting our planet. They can be revisited every so often to find out how they are asking and to even ask them to increase their commitment.

Hold an information evening on Climate Change, presented by the students and invite the local community.

Plant new trees to rejuvenate 'dead' spaces

Ideas for Taking Action in the Community

Hold a sustainable food and fashion evening at the school for the local community and local press.

Create and deliver a "flash mob" on Climate Change to provoke thinking and raise awareness.

Design, make and look after an eco pond made from recycled materials



Participate in national events throughout the year: such as Climate marches.

Get crafty with your campaigning. Check out Craftivist Collective (craftivist-collective.com) for inspirational ideas, support or a visit from one of the team.

Ideas for Taking Action Nationally

*Write to your local MP or even David Cameron himself
www.writetothem.com*

*Take part in the national "For the Love of..." Campaign
www.fortheloveof.org.uk*



Useful Websites

Send a Cow (Lessons From Africa)

www.sendacow.org.uk

One World

http://tiki.oneworld.net/global_warming/climate_home.html

Our Planet

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

Eco Schools

<http://www.eco-schools.org/>

Green Schools Revolution

<http://www.co-operative.coop/green-schools-revolution/eco-committees/>

Cafod

<http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment>

The Green Ninja

<http://greenninja.org/>

Education Scotland

<https://education.gov.scot/improvement/exploring-climate-change>