

**Introduction to the Climate Change Unit**

This unit of six sessions on climate change are part of the ***Get up and Goals*** project, through the Liverpool World Centre.

*Materials Include*

1. **Introduction to Climate Change** – teachers’ booklet
2. **Introduction to Climate Change Unit** (this information sheet)
3. A chart with an overview of the six sessions: summarising the sessions, with learning objectives for the Unit
4. A supporting sheet explaining teaching / pedagogy activities for the Unit
5. Six individual session plans
6. Supporting materials for each session
7. PowerPoint for each session
8. Other materials, including fact sheets, and useful documents

**Rationale: the focus on climate change**

There is a wide variety of teaching resources available for teachers to develop pupils’ knowledge and understanding of climate change and its impact on people around the world.

However, there are fewer resources linked to this topic for use in PSHE or Citizenship lessons. The aim of this resource pack is to support teachers in these key areas but resources could be relevant to other subject areas such as Science or Geography.

The aim is to help build pupils knowledge of the facts relating to climate change whilst getting them to reflect on how they may contribute to the problem and how they could be part of the solution too. The Get up and Goal project has at the heart of it the aim to raise awareness amongst teachers, pupils and the wider community of the Sustainable Development Goals 2030. Goal number 13 ‘Take urgent action to combat Climate Change and its impacts’ is an important goal and if we are to support action on this it’s essential to increase public understanding and awareness.

There are different strands that relate to this goal such as ‘strengthening resilience and adaptive capacity to climate-related hazards and natural disasters in all countries’. In addition there is a need to ‘Integrate climate change measures into national policies, strategies and planning’ and to ‘Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.’ Are important aspects .The lesson resources and learning activities will aim to develop pupils critically thinking skills as they acquire knowledge around this focus.

However, if you examine the SDGs carefully many of the 17 goals are subjects that are impacted on by climate change. These would include the following: Goal 14: Life Below water, and Goal 15: Life on Land. In addition it is highly likely that teachers and pupils will make connections between many of the other goals as those relating to ‘zero hunger’,

‘Clean water and sanitation’, ’Industry, Innovation and Infrastructure’, ‘Sustainable Cities and Communities’ along with ‘Responsible Consumption and Production’. It would be hoped that through lesson discussions or learning activities pupils might start to come up with action plans or solutions. The lessons are attempting to get pupils to understand the human consequences of climate change and the immediate need for the world to take action starting on an individual level. The philosophy of the goals is to require **humane treatment** **and protection for everyone – *no one is left behind*.**

Throughout this Unit’s materials the focus is on pupils own experiences, how they live their lives, make choices and how these will have both positive and negative consequences.

The lessons objectives enable them to reflect on their legacy on the planet, are topical and relate to current affairs issues such as plastic in the oceans. Stimulus in lessons is intending to get pupils to think critically, reflect and come up with positive problem solving approaches.

Therefore, the aim of these materials is to provide ideas for Key Stage 3 teachers to address issues linked to climate change. Whilst there is an opportunity to get to grips with the Science behind climate change the focus is on exploring the way we use and abuse the planet and how young people can be the generation of change. In six lessons it is a brief introduction to the topic hopefully encouraging pupils to explore in more detail the complexities of the topic as well as coming up with innovative ideas for future sustainable living.

**Introduction to the Climate Change Unit Session Plans**

Where possible, the plans for each session starts with the students’ known experience – for example, in the introductory lesson ‘Have we woken up yet?’ pupils start to consider the news stories around them with a climate change focus. The use of images relating to grandparents are intended to get an emotional response so they start to see that their legacy on the planet can be changed according to their own day to day behaviours. The lessons build on this personal approach as lesson 2 gets them to complete a Carbon Footprint Survey , lesson 3 gets them looking at food labels for palm oil and lesson 4 looks at the ‘food miles’ travelled through the foods they choose to eat. This also links to the PSHE curriculum as it’s a chance to consider the dietary value of our food choices. The overall aim is to get an emotional response, to get them personally involved in the lessons so by lesson 6 they are enthusiastic and keen to think about how they can influence the future by spreading messages around people changing their daily life choices.

The individual lesson plans have a **main column that tracks student activity** on the left, which can be read to follow the flow of the session. On the right is a column that provides **Teacher Notes**, for example, possible responses to the questions asked or alternative ways of using the materials, and the **Resources** applicable to each section.

The **PowerPoints** with each session are extensive and teachers have the ability to select the stimulus or lesson activity most appropriate to the learning needs of their individual class or the subject area. They provide visual images, clips and key discussion questions with an aim of reducing the need to photocopy in every lesson. They can be adapted and extended by the teacher as required.

There are also **‘worksheets’ and ‘resource sheets’** provided with most of the sessions. They are mainly to help structure group discussion or individual reflection, and create a participatory way of learning. Any work done through worksheets is intended to be discussed and shared, rather than individual work. ‘Big Paper and pens’ activity - to note ideas, questions, thoughts, and plans, is a useful resource to have alongside the materials here, and which over time may help identify areas for discussion in Session 6. Occasionally other materials are suggested to stimulate discussion.

There is an information sheet of the **learning activities** suggested in this Unit, which explains the activities in more detail.

**The Climate Change Unit sessions overview**

The lessons have been designed around the ‘Big Ideas’ linked to this focus [ see diagram 1 , where there are learning outcomes that can be chosen by teachers to fit their scheme of learning. We would suggest that it might be good to take a snapshot of where pupils learning is at the start of the lesson / unit and then at the end. This way you can check what progess has been made.

The first two sessions focus on checking pupils’ knowledge and awareness of climate change and its impact today and in the future. They are asked to reflect on current issues, examine evidence and start to develop views and opinions on the topic based on a range of evidence. Reflecting on personal behaviour and values is also an essential part of these early lessons.

The third session focuses on how climate change impacts on communities living on low lying islands. Here the Marshall Islands are used as a case study but the key issues would apply to other parts of the world that are low lying. This is done through the use of poetry and the idea of a mother thinking about her baby’s future. The lesson also considers different young people’s views on living on the island and whether they should migrate. Pupils are encouraged to develop empathy to start to feel the emotions that the victims of climate change might experience as they make life changing decisions.

The third and fourth sessions start from pupils own experiences of making consumer choices [and links back to the carbon footprint activity in lesson 2]. In lesson 3 they consider how their eating of products that contain Palm Oil is contributing to deforestation, the loss of habitats for the orangutans and climate change. They are encouraged to start considering how their actions could be changed. This lesson also gives teaches an opportunity to get pupils to think about their eating habits as often products with palm oil in are unhealthy such as crisps and chocolate.

The fifth session continues the theme of exploring our eating habits and focuses on examining how the food system contributes to climate change. This lesson gives pupils the opportunity to explore the moral and ethical choices linked to our food choices.

The last session brings the learning together and links to the goal directly as pupils are asked to evaluate action that would help reduce the impact of climate change. They are encouraged to ‘be the generation of change’. This links to both PSHE AND Citizenship as it encourages, reflection and practical application of the learning.

**Links to the wider Curriculum**

In the six-session overview, the first three pages contain information on how the sessions link to

* The Sustainable Development Goals
* PSHE Association KS3 curriculum
* SMSC
* Citizenship
* Teachers’ Standards, including links to Values and British Values.

Sources for PSHE include: **The** **PSHE Planning Toolkit for Key Stages 3 and 4** (this curriculum plan is available from the PSHE Association website).

