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**Climate Change: Aims of this Module:**

**Introduction**

These sessions support learning about climate change

These lessons start from the pupils own point of view and gives them an opportunity to see how climate change is impacting our lives and lets them get to grips with some of the environmental evidence and scientific facts. They also explore the fact that there are different views and some people are ‘climate change deniers’, there is reference to ‘fake news’.

In session 2, pupils look at what kind of planet they would like to live on and consider the idea of legacy, they do a carbon footprint survey to evaluate their own impact on the planet.

In session 3 they explore the impact of climate change on people who live on an island in the Pacific and start to understand how it can change people’s ways of living.

Session 4 develops this theme by helping pupils understand how their daily choices can lead to the destruction of habitats and contribute to climate change.

In session 5 the lesson explores this theme further and considers how what we eat can be bad for the planet. Pupils are gradually led to understand that they have a part to play in the choices they make.

In the last session pupils are asked to think about how they can be the generation of change. They start to think about the choices people need to make in their daily lives and how campaigns can develop to prompt people into taking action.

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| **Educate: Know and Understand (sessions listed in brackets)** | **Encounter: Consider and Reflect** | **Engage: Respond and Act** |
| **Lesson 1: Climate change- have we woken up? The impact of climate change today**  **Lesson 2: My life and the planet- what is my vision? Understanding the facts**  **Lesson 3: The impact of climate change –Case studies- the impact on communities / the impact on nature and the environment deforestation**  **Lesson 4: Living a sustainable life – my personal action plan .Can we all make a difference?**  **Lesson 5: The Future- Where do we go to now? Taking action and spreading the message** | 1. *Acknowledge (and understand) their own feelings about climate change and reflect on the aims of the SDGs linked to climate change.* 2. *Reflect on the how climate change can impact on people’s everyday lives.* 3. *Evaluate the climate change debate and acknowledge that there are different views.* 4. *Reflect on their values and future vision of life on planet earth.* 5. *Consider the impact of climate change on communities and the most vulnerable on the planet.* 6. *Consider the impact of climate change on environments and animals.* 7. *Reflect on what is meant by sustainability and how it can impact on the planet positively.* 8. *Reflect on how as an individual I can make a positive difference to the planet and the impact of climate change in the future.* | * **Reviewing the school- how sustainable are we as a school community? Last lesson** * Working with our local community * Marking key events:   **20 February :World Day of Social Justice**  **3 March: World Wildlife Day**  **Monday, 22 April: Earth Day 2019**  **5 June: World Environment Day**  **Dates to remember**  **Earth Hour – 28 March**  **Clean Air Day – June** |
| **Migration and the Sustainable Development Goals by 2030:**  **SDG aim to “Leave no one behind”.** | **Module Outcomes** | **Climate for Learning** |
| **1 End poverty**  1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance  1.5 By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters  **4 Quality Education**  4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development  **8 Decent work and Economic Growth**  8.7 Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking  8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment  **10 Reduce Inequality within and among countries**  10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status  10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard  10.7 Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies  **13 Urgent action on climate change**  13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries  **16 Peace Justice and Strong Institutions**  16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements | **Students will have opportunity to develop**   1. Increased awareness of what is meant by climate change and its impact on global communities. 2. Increased knowledge of how climate change is affecting the environment of the planet and impacting on people’s lives across the globe. 3. To have an understanding that there are different views on climate change but that the majority of the world’s scientists accept that the research is overwhelming in support of climate change now taking place across the planet. 4. Increased ability to express personal values around their future vision of the planet 5. Increased knowledge of how climate change is impacting on communities in negative ways 6. Opportunities to raise questions about how we live in the future and how we protect the planet and to arrive at informed viewpoints; examining and challenging assumption 7. Opportunities to develop positive approaches to living a more sustainable life. 8. Opportunity to hear different points of view 9. Increased Knowledge and understanding of how campaigning and social action can lead to positive change. 10. Develop skills of investigating, listening, sharing and evaluating.   **Sustainable Development Goals and Climate change**  ***Transforming our world: the 2030 Agenda for Sustainable Development* ‘The Sustainable Development Goals’**  **Goal 13. Take urgent action to combat climate change and its impacts**  **13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries.**    **13.2 Integrate climate change measures into national policies, strategies and planning.**  **13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.** | Climate Change is a complicated topic and young people may have heard some of the facts and figures but had limited chance to explore what it means for the future Teachers should encourage open discussion in a safe learning climate. PSHE Association has advice on their website |
| **Links to PSHE Curriculum**  **:** PSHE Programme of Study (2017): | **Links to SMSC** | **Link to Teachers’ Standards 2012** |
| Core Theme 3 ***Living in the Wider World*** *KS3*  ***Focus on:*** L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices (all)  **Curriculum Mapping**  **These resources are mapped below for PSHE, SMSC, British Values and Citizenship**  **Note in some lessons one of these areas is the primary curriculum focus.**  **this will be indicated by \*\***  **And will be listed first** | *Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools* (November 2014, p.5)  *This document states that SMSC supports:*  1. Enabling students to develop their self-knowledge, self-esteem and self-confidence  *2.*Encouraging students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely  *3.* .Furthering tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures  *4.* encourage respect for other people | **Link to Teachers’ Standards 2012**  T1:1 establish a safe and stimulating environment for pupils, rooted in mutual respect  T3:1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings  P2 : Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs |
| **Links to Citizenship**: | **Links to British Values** | **Key Documentation** |

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| Pupils are equipped with   * the skills to think critically and debate political questions [ EG climate change] * debate and evaluate viewpoints and present reasoned arguments. * Show knowledge of the ways that citizens can work together to improve their communities, * knowledge of forms of responsible action, * knowledge of relations with Europe, the Commonwealth, the UN and the wider world. | ***As set out in government guidelines SMSC must also promote British Values:*** *[Highlighted in red those statements that link to this resource on climate change]. Through* **their provision of SMSC, schools should**:  • enable students to develop their self-knowledge, self-esteem and self-confidence;  • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely; **Example treat everyone equally and with respect**  • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;  • encourage respect for other people;  **This Climate Change unit will link to the above BVs in all of the 6 lessons. This is through the learning activities, the encouragement of discussion and reflection, starting from the pupils own point of view and encouraging an acceptance of the need for respect for all humans which is at the heart of this theme. The British government works with organisations such as the United Nations to have a coordinated approach towards mitigating the impact of climate change and working towards the SDGs** | 1. Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools November 2014 2. Statutory guidance **National curriculum in England: citizenship programmes of study for key stages 3 and 4** Published 11 September 2013 3. Guidance on Personal, social, health and economic (PSHE) education Published 11 September 2013  New relationships and health education in schools Draft guidance published today to make sure education prepares young people for life in the modern world July 2018 , to be in place for September 2019 |
| **Learning Focus and Outcomes** | **Themes & Activities; Conclusion & Reflection, including key questions** | **Learning Resources** |
| **TLU 04 Climate Change Lesson 1**  **Title: Climate Change – Have we woken up? The Impact of Climate Change Today**  **Session Objectives:**  **Learners will be able to:**   * Develop opinions about climate change and the impact this is having on communities around the world. * Evaluate the climate change debate and examine the evidence for and against climate change. * Show greater awareness of the influence of fake news and climate change deniers on the debate about climate change   **Cross Curricular links:**  **History: RE**  **Geography: SMSC**  **Links to PSHE curriculum:** Living in the Wider World Core theme 3 L1  **Links to Citizenship:**  **Pupils** are equipped with the skills to think critically and debate political questions [ EG climate change] debate and evaluate viewpoints and present reasoned arguments.  Show knowledge of the ways that citizens can work together to improve their communities, knowledge of forms of responsible action, knowledge of relations with Europe, the Commonwealth, the UN and the wider world. | **Topic content being taught and its purpose:**   * This lesson focuses on pupils having an understanding of how climate change is having a daily impact on people’s lives. * It gets them thinking about the legacy passed on by grandparents and why they may feel strongly on this issue. * Pupils develop their ideas and opinions and listen to each other’s views. They are able to consider whether climate change is affecting day to day life by considering recent news stories about hot summers and forest fires. * They are introduced to the idea that there is a debate about the impact of climate change and that there are some people who ‘deny ‘it is happening. * However, the conclusion for the lesson is that majority of scientists are in agreement that climate change is here to stay. Use of the clip from Stephen Hawkins supports the idea that we need to care for our planet. There is an opportunity to reflect on what is meant by fake news. This could be developed further by image on slide 20. * The second part of the lesson gives pupils the opportunity to work together to collect evidence on climate change. They act as climate detectives to establish the facts- information shared and discussed in groups. The lesson is concluded with a reflection on a post it notes- What is your view on climate change? These could be collected in and displayed.   **Summary of Activities**   * **Task 1 Get engaged**- Pupils look at images and discuss key questions: Slide7 * **Let’s get thinking**: slides 8 to 11 develop this further by looking at the website – what is it encouraging grandparents to do? Is this a good idea? Will it help reduce the impact of climate change? * **Task 2 let’s share our views** slide 12 What do we think? Walking Survey * Pupils Walk round the class and talk to each other about climate change. Get one person’s name for each statement * **Task 3 –Is climate change in the news?** Groups discuss, feedback and discussion * **Teacher shows slides 13 to 19 -** concept of ‘Fake News ‘discussed 10 minutes] and idea of climate change deniers What do most scientists say? show clip of Steven Hawkins with a global goal message. * **Task 4 [slide 20]** Building a case for climate change] Climate detective task. Market place activity, research findings put onto flip chart paper. Groups feedback their views be worried?   **Reflection** – pupils put their final thought onto a post it notes for display this could be revisited after the last lesson. | * 1. **Session 1 PowerPoint**   2. **Use of website**   [**http://www.eldersclimateaction.org/with-your-grandchildren/**](http://www.eldersclimateaction.org/with-your-grandchildren/)   * 1. **Walking survey sheet**   2. **Use of clip Global Goals Message from Professor Stephen Hawking "To save the world we need everyone to tell everyone’’**   [**https://www.youtube.com/watch?time\_continue=88&v=RTRdtrsL9jg**](https://www.youtube.com/watch?time_continue=88&v=RTRdtrsL9jg)  **1.5 Marketplace activity- resource sheets**  **1.6 Post it Notes**  **Teacher Provides**   * Post it notes for final reflection * Flip chart paper and pens * Room and space, for walking survey and market place activity   **For the Teacher To Do**   * Photocopy survey sheets- 1 per person * Photocopy market place evidence sheets[ either 1 set for each group or 1 set around the classroom] |
| **Learning Focus and Outcomes** | **Themes & Activities; Conclusion & Reflection, including key questions** | **Resources** |
| **Lesson 2**  **Title: Climate Change My Life and the Planet What is my vision for the future of the planet?**  **Session Objectives Learners will:**  •learn about each other’s feelings about planet earth and what they love about it  •describe and explain what kind of environmental legacy they think grandparents would like to leave to their grandchildren  •discover their carbon footprint and reflect on how they feel about this  •start to consider what actions can be taken to reduce their footprint  **PSHE Education Planning Toolkit for key stages 3 and 4:**  **Links to PSHE Curriculum**: Living in the Wider World Core theme 3 L1 - to recognise, clarify and if necessary challenge their own core values and how their values influence their choices  **Links to Citizenship**: Pupils are equipped with the skills to think critically and debate political questions [ EG climate change] debate and evaluate viewpoints and present reasoned arguments. Show knowledge of the ways that citizens can work together to improve their communities, knowledge of forms of responsible action.  **Cross Curricular links**  Geography  RE  SMSC | **Topic content being taught and its purpose:**  This session gets pupils to think about what they love about our planet? They are then asked to reflect on what would happen if these things become damaged or extinct. They are asked to consider what legacy they think grandparents would like to leave behind for their grandchildren.  These ideas are developed as pupils consider their own carbon footprints and whether they are using the planet wisely.  The teacher and class reflect on the results to look at the impact the class are having on the planet and climate change. They are asked to begin to develop ideas about what behaviour patterns they need to change to reduce their carbon footprint.  **Summary of Activities**  **Task 1** Pupils Mind map ideas: What do you love about our planet? Then play clip to introduce discussion about the threats to the planet and how we feel about this.  **Task 2** Pairs write a description using no more than 100 words of the kind of planet their grandparents would want to pass on to them as their legacy  **Task 3** – Evaluating personal responsibility How do I contribute to climate change? What is my eco footprint? Complete the survey  **Reflection** How does my result make me feel?  **Action** Discuss with a partner what you could do to change your carbon footprint | **2.1 PowerPoint**  **2.2 Clip For the love of .. [ 2 mins]**  [**https://www.youtube.com/watch?v=ka\_kQUvojeI**](https://www.youtube.com/watch?v=ka_kQUvojeI)  **2.3 Carbon footprint survey sheets**  **Website also have these**  [**https://bpes.bp.com/collection/carbon-footprint-toolkit**](https://bpes.bp.com/collection/carbon-footprint-toolkit)  [**www.cooltheworld.com/kidscarboncalculator.php**](http://www.cooltheworld.com/kidscarboncalculator.php)  **Teacher Provides**   * Paper/ exercise books * Questionnaires for carbon footprint survey   **For the Teacher to do**  **Photocopying for worksheet 2.1** |
| **Learning Focus and Outcomes** | **Themes & Activities; Conclusion & Reflection, including key questions** | **Learning Resources** |
| **Lesson 3 Title: How does climate change impact on communities? Should I be concerned?**  **Session Objectives Learners will be able to:**  • develop opinions about the impact climate change is having on communities around the world using the Marshall Islands as a case study  • analyse a poem for positive and negative statements about climate change and its impact on the future inhabitants of the Marshall Islands.  • Explain different viewpoints about how we should respond to climate change and start to develop ideas about how we should take action.  PSHE Education Planning Toolkit for key stages 3 and 4: Core theme 3 Living in the Wider World: L3, L5,L6 Pupils get the opportunity to learn about a different culture and review the impact of climate change. They consider the tensions between the human rights of the people on The Marshall Islands to choose where they want to live and the tension with the impacts of climate change on their culture and daily lives. The choices around migration are evaluated with reference to young islanders.  **Links to Citizenship Curriculum**: Pupils are encouraged to debate, think critically and debate political questions around the impact on communities of climate change, to understand the role played by international bodies such as the UN in responding to international problems.  Cross Curricular links  English/ SMSC/ Geography | **Topic content being taught and its purpose:**  In this lesson pupils get the opportunity to consider the impact of climate warming on a community in the Pacific Ocean. This is done by hearing a speech and poem read out at a United Nation Summit meeting. Pupils discuss Kathy’s motivation for speaking out.  Pupils can either listen to her first and then read her poem which she wrote to her baby daughter or go straight to the poem. This will encourage them to get involved with the issue of climate change on an emotional level and encourage them to develop empathy for communities in other parts of the world**.** It also builds on previous lessons where the idea of ‘legacies’ for future generations was developed. This is developed by considering a few quotes from other young islanders. Pupils are then asked to vote on 3 statements and explain their personal views in a feedback session.  **Starter:** Let’s Get Thinking. Image on slide 8 ‘You’re Making this island disappear.’ How are we linked to these islands? Think Pair Share  **Task 1** Pupils have a mystery to Solve-Slide 7/8/9: Why did Kathy speak out at the United Nations? What did she feel so strongly about? Pupils are given a set of cards with clues, as a group they need to pick out the top 3 reasons for Kathy speaking out, they need to be able to explain their groups opinion to the class**.**  **Task 2:** What did Kathy say in her speech and poem? Pupils listen to her speech at the United Nations [ 6 minutes] They read this again in pairs and underline the negative words/sentences in 1 colour and then underline the positive words in a different colour. Feedback to group / class- discusses. [ slides 10/11/12/13]    **Focus: How do other young islanders feel?** Play clip [ 2 minutes plus discussion] Use evidence on slides to support their ideas .  **Reflection:** Class votes on 3 statements [ 10 minutes] | 3.1 Power point  3.2 Statements for pupils [ copy from slide or worksheet]  Could be cut up before lesson  3.3 Clip from United Nations Summit Meeting  <https://www.kathyjetnilkijiner.com/united-nations-climate-summit-opening-ceremony-my-poem-to-my-daughter/>  or different version with images  <https://globaldimension.org.uk/wllgoal/climate-action/>  3.4 Poem Worksheet **Dear Matafele Peinam**  3.5 Islanders Comments Worksheet  **Teacher Provides**  Copies of statements  Poem sheets  Islanders’ comments  **For the Teacher to Do**   * Cut up statement cards 3.2   Photocopy poem  Photocopy the above resources |
| **Learning Focus and Outcomes** | **Themes & Activities; Conclusion & Reflection, including key questions** | **Learning Resources** |
| **Lesson 4**  **Title: How do my eating habits and consumer choices impact on habitats around the world?**  **Session Objectives: Learners will be able to:**  • describe how climate change is linked to the destruction of the habitats of orang-utans  • explain how your consumer choices are linked to the habitat destruction of the orang-utan  • Develop ideas about how you could change your actions by eating different foods to reduce your impact on climate change  **PSHE Education Planning Toolkit for key stages 3 and 4:** Core theme 3 Living in the Wider World H16/H17 – pupils are reflecting on the food they eat with palm oil, this may open up discussions about what is a healthy food to eat and what decisions influence their food choices  **Links to Citizenship Curriculum: Pupils are** encouraged to debate think critically and debate questions around the impact on the habitats of orangutans . Teaching should develop pupils’ understanding of our responsibilities as citizens. Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action. They should consider what role citizens should have in preventing habitat damage  **Cross Curricular links**  **Geography/ Food Technology** | **Topic content being taught and its purpose:**  In this lesson learners are able to think about responsibility [building on the carbon footprint survey completed in lesson 2] and their role in climate change . It is an opportunity to discuss eating and how our consumer choices affect our own health as well as the planet through climate change. Here the focus is on examining deforestation as a result of the demand for Palm Oil. Pupils get to think about their eating habits and the wider issue of ‘responsibility’. They then develop an action plan to ‘Change the Way They Eat’; this will encourage them to consider their personal impact and their responsibility to self and planet through their consumer choices**.**  **Summary of Activities**  1. Let’s get thinking- logo image [slide 7] – pupils have a paired discussion on what this means. What messages would an organisation be trying to communicate with this logo?  2. Class discussion [slide 8] - Activity 2 What does responsible eating mean?    **3.Activity 3** What is our best meal? In groups of 4 complete the following task: Make a list of your favourite foods/What is your best treat? /What is your best chocolate bar? Crisp brand/ flavour / What is your group’s best meal? Feedback and class vote Teacher leads discussion: feedback- questions to consider: When we eat do we think about where our food has come from? Do we consider how it has got to us?   1. What is the link [ slide 10] - images of palm oil / orang-utans- pupils share knowledge of palm oil. 2. Get pupils to examine what they usually eat/ buy by doing a survey. [ slide 12 / survey sheets] [This will get them to engage in both considering what palm oil is in and then why they are eating these foods- how much nutritional value have they got? 3. **Teacher shares information on palm oil**: Peel Back the Label Interactive Website Watch clip of Rainforest destruction ‘Rang-tan: the story of dirty palm oil’ 4. **Change the Way you think about Food-** short clip . Pupils now work in pairs to devise an action plan for changing how you eat. Questions used as prompts – ideas put onto a template of a palm leave | **4.1 Power point**  **Logo to print 4.1**  **4.2 Food/ product survey sheet [with palm oil as an ingredient ]**  **Slide or worksheet?**  **4.3 Use of an Interactive website- peel back the label**  [**https://www.worldwildlife.org/pages/which-everyday-products-contain-palm-oil**](https://www.worldwildlife.org/pages/which-everyday-products-contain-palm-oil)  **4.4** Greenpeace Resource  **Rang-tan: the story of dirty palm oil**  [**https://www.youtube.com/watch?v=TQQXstNh45g**](https://www.youtube.com/watch?v=TQQXstNh45g)  **4.5 WWF Resource**  [**https://www.worldwildlife.org/industries/sustainable-agriculture**](https://www.worldwildlife.org/industries/sustainable-agriculture)  **4.6 Palm Oil Leaf Template for Action Plan photocopied**  **Teacher Provides**  Survey sheets  Action plan Templates  **Teacher to Do**  **Print out sheets for pupils**  **Cold provide labels** |
| **Learning Focus and Outcomes** | **Themes & Activities; Conclusion & Reflection, including key questions** | **Learning Resources** |
| **Lesson 5**  **Title: Food Miles and the consequences of our Eating Habits**  **Session Objectives**  **Learners will be able to:**  -Describe how the food system contributes to climate change.  -Examine the food miles of common foods  -Develop views and opinions about their day to day actions and whether as a good citizen these should change  -Explain how there are consequences for their choices and behavior  -Investigate the moral and ethical issues connected to our food choices and be able to appreciate a range of views.  **Links to PSHE**: **Core theme Health and wellbeing H16/H17 –**. Core theme 3 Living in the Wider World – they think about their responsibilities around their food choices to the planet and people in other parts of the world. They consider how their food choices impact on the local , national and international economies L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices  **Links to Citizenship Curriculum :Pupils are encouraged to debate** think critically and debate political questions around the impact on communities[ local and in other parts of the world] by our food choices | **Topic content being taught and its purpose:**  This lesson encouraged pupils to reflect on what they eat and where this food comes from. It enables them to understand the link between food and the impact on climate change and how our choices as consumers have consequences. They are able to use evidence to help them develop personal opinions and discuss important choices that people need to make about the food they eat. There is an emphasis on group work and listening to a range of ideas and opinions.  **Summary of activities**  **Teacher introduces lesson- links the SDGs with climate change and the challenge for this lesson [ slides 2-5]**  **Let’s get engaged Activity One**: Slide 7 - What is this image about? Think Pair Share [ 5 minutes]  Teacher develops discussion using slide 8/9/10:  **Activity Two** How does the food we eat link to climate change? In groups write down questions about this focus [ 5 minutes]  **Activity Three** Pupil Survey Feedback, Pupils do a food survey- what have they eaten in the last 24 hours and what are the food miles for these [ 10 minutes]  teacher introduces some facts and figures about our food habits, idea of food miles, look at clip on the journey of The Big Mac [ slide 14] [ 10 minutes**]**  **Activity Four** slides 18/19 Group research activity- pupils are given some information and have a discussion based on the questions on slides [ 25 minutes] Evidence - 1- 6  **Plenary** [ 5 minutes] My Menu for world change **Reflecting on Learning** Changing our eating habits You have been asked to make recommendations to the government on what eating habit changes need to be made in Britain to respond to the challenge of global warming. What must we do?3 ideas | **Resources:**  **5.1 Image**  **5.2**  [**www.youtube.com/watch?v=c0mUV4zz9E4**](https://www.youtube.com/watch?v=c0mUV4zz9E4)  **5.3 Food Miles Information**  **5.4 Evidence Sheets**  **5.5 Menu for change Template [ for all pupils]**  **Teacher Provides**   * Copies of the worksheets above 1 for each group   **Teacher to do: A3 paper or flip chart paper to record group discussions**  **Pens** |
| **Learning Focus and Outcomes** | **Themes & Activities; Conclusion & Reflection, including key questions** | **Learning Resources** |
| **Lesson 6 *Climate change* Be the generation of change. The everyday choices we make have an impact on our planet**  **Session Objectives: Learners will be able to:**   * Evaluate which actions people are able to introduce into their lives to reduce their carbon footprint * Explain how they can contribute towards influencing others to make changes in their day to day actions * Work with others to develop a social media slogan to promote fighting climate change   **PSHE Education Planning Toolkit for key stages 3 and 4: Core theme 3 Living in the Wider World**: how to make informed choices and be enterprising and ambitious **and how** to develop employability, team working and leadership skills and develop flexibility and resilience. L1 L9  **Citizenship**  **Pupils will work together to develop some responsible actions, they use thinking skills, debate what is practical and start to plan for the future. They begin to see how working together can help develop solutions to critical problems.** | **This lesson encourages pupils to start to consider what actions people should take to reduce the impact of climate change. This lesson promotes group discussion and problem solving. It could be done over 2 if time allows.**  **Activity- Let’s Get Engaged**: Cartoon [ slide 7] Pupils discuss in pairs ‘Should we take action to save the planet from the worst impacts of climate change’ [ 2 minutes]  **Teacher introduces idea of making a change** – use of slides 8/9 Idea of citizens being able to adapt and respond to climate change  **Teacher shows short clip from Blue Planet** [ 10 minutes]  **Activity 2 – Slide 12 Be the generation of change ‘**Don't ignore young people – they are the key to fighting climate change’ Group discussion on this statementWhat does your group think? Do you agree? Groups feedback to class discussion. Be able to feedback to the class on your group’s opinion. [ 10 minutes]  **Activity 3 –Slide 13 Decision making / diamond nine ranking task -**look at the challenges facing the world. In groups discuss the challenge statements and place them into a diamond nine according to how easy you think it would be to persuade people across the world to change their living habits. There are 20 cards you have to pick and rank 9 [ 20 minutes]  **Activity 4 – slides 18/19/20 recap idea of activism and young people being active in leading change**  Make a difference: Plan for sustainable living **Your group task-**  You are going to design an action campaign based on persuading people to change their carbon footprint. Target some behaviours highlighted in the previous activity and work out how you will get your message across. Put your ideas down on flip chart paper. Be able to present this to the class  You might decide to do this by targeting categories of human behaviour  • Housing and Home Energy Consumption  • Transport  • Personal Habits: Consumer choices  Recycling Habits: | **Resources:**  6.1 Clip <https://www.radiotimes.com/news/tv/2018-08-29/blue-planet-2-plastic-waste-final-episode/>  6.2 Diamond Nine- table and cards  Teacher to Provide: flip chart paper/ pens  Teacher to Do:  Photocopy the worksheets  Cut up the cards |