**PSHE Session 3 - 1 hour Climate Change Lesson 3 *How does climate change impact on communities? Should I be concerned?***

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| Directed Teaching Tasks: including group and whole class activity | Teacher support notes |
| **First Thoughts 15 Minutes**  **1.T explain:** Lesson Objectives and **Key terms**  **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  **Key ideas to discuss**  **T explains:** Links between climate change leading to increased temperatures which in turn is leading to sea level rises as the ice caps melt.  **Students receive – information about a young mother called Cathy who lives on the Marshall Island in The Pacific- they are under threat because of sea level rises.**  **Task 1** Pupils have a mystery to Solve-:  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 group’s opinion to the class**.**  **T explains: reinforces the idea of the legacy we give to our children, our hopes and dreams when they are babies.** *If you feel really strongly about an issue you are prepared to speak out to try and influence change and the future.*  **Extend discussion:**  Was this easy for Cathy to do? Confidence, time and money needed for the journey? What is the United Nations? How is this organisation involved in influencing the world on issues such as Climate Change?  **Opening up Ideas 20 Minutes**  **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.  Teacher leads feedback to group / class- discusses. | In these lesson pupils get the opportunities to consider the impact of climate warming on a community in the Pacific Ocean.  The starter should help get pupils asking questions and reveal how much existing knowledge they already have.  **They Key big ideas are: Big Idea 5**  **The impact on the natural environment** **of climate change** - consequences of sea level rise [ global sea levels rose about 8 inches in the last century ] on people living on low lying islands.  **Sea level rises** – the rate in the last two decades , is nearly double that of the last century NASA 2018  The impact on people’s ways of living in low lying areas – can people adapt or will they be forced to migrate? [ becoming ‘ climate change refugees’ ]  **Big Idea 6** – **Discussion about Futures – changes in ways of living / consumption**  Understanding that climate change will have an effect on all of us in the future, the level of impact might be changed if we review our patterns of consumption nw.  **Resources**  3.1 Power point  3.2 Statements for pupils [ copy from slide or worksheet]  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** |
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| **Exploration and Consolidation 25 minutes**  **Focus: How do other young islanders feel? Play clip [ 2 minutes plus discussion]**  **How would you feel if your house was lost to the sea along with your local town?**  **What is the impact of sea level increases and high tides?  Why would that make you think about leaving the islands?**  **If you were one of these young people what would be your ambition and plan? Discuss in your groups.**  **Consider:**   1. **Should you stay and help your community?** 2. **Should you leave and give your family a better life elsewhere?** 3. **What might be difficult about staying?** 4. **What might be difficult about leaving?**   ***Use the evidence sheets to help you*   *Be prepared to feedback your views and opinions***  ***Teacher invites feedback and class discussion***  **Conclusion and Reflection 5 minutes**  **Reflection: Class votes on 3 statements [10 minutes]**  This gives the teacher an opportunity to see if pupils are beginning to appreciate the depth of the problems and understand the choices that the young islanders have about their future. It will also enable the teacher to see if pupils are making the connection with their own actions contributing to climate change and impacting on people’s lives the other side of the world.  **Plenary – optional**  Pupils discuss with a partner 3 things that they have learnt in todays’ lesson- good opportunity for consolidation – could be recorded in pupils books. | **Resources**  [**https://www.youtube.com/watch?v=RuK6WU-iKTo**](https://www.youtube.com/watch?v=RuK6WU-iKTo)  3.5 Islanders Comments Worksheet  This part of the lesson is developed by considering a few quotes from other young islanders. Pupils get to see the clip and read some evidence.  Teacher encourages them to empathise with the young islanders decisions about their future on the Islands.      Pupils are then asked to vote on 3 statements and explain their personal views in a feedback session.  Teacher can use the result of these 3 votes to summarise the learning in the lesson |