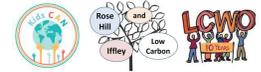


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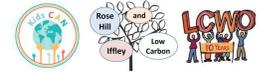


This example lesson plan has been created to accompany the Kids CAN Climate Challenge leaflet [<https://www.lowcarbonwestoxford.org.uk/kidsclimateaction/6-things-we-can-all-start-doing-today-an-empowering-and-safe-climate-action-pamphlet-for-kids/>] and comes with a downloadable PowerPoint presentation [<https://www.lowcarbonwestoxford.org.uk/kids-can-lesson-plan-and-powerpoint/>].

It is suitable for use with Key Stage 2 children in a school or extra-curricular club session context, and is designed to take 50 minutes. A shorter version can be done by leaving off the activity section at the end, though we recommend mentioning this activity idea as something children can do at another time.

Section	Minutes into session	Slide	Content	NBs
Introduction [2 minutes]	0	1,2	<p>Who I am & why I'm here - learning objective:</p> <p><i>L.O</i> <i>Find out about 6 things we can all start trying to do today to look after our planet and prevent climate change</i></p> <ol style="list-style-type: none"> <i>1. To understand the difference between 'climate' and 'weather', with reference to different weathers and climates in the UK and elsewhere</i> <i>2. To understand that the weather is impacted by climate change</i> <i>3. To identify key actors in combatting climate change</i> <i>4. To identify 6 ways children can help to prevent climate change</i> 	
		3	<p>WARMER: Where I'm from: Who has heard of LCWO? [hands] Who has been to a Bring & Take? [hands]</p>	

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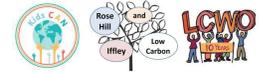
			Session outline Golden rules: questions welcome; feelings welcome	
Weather versus climate [5 minutes]	2	4	Who can tell me the difference? [hands up if think you know, cross your arms if don't know, scratch heads if not sure] [get a few answers from group; find a positive in each response]	(Ask for consent to talk re cc?)
		5,6,5	Explain difference, drawing on answers given by children, where possible Cover: <ul style="list-style-type: none"> ○ clothes versus wardrobe ○ time – right now versus average over a long period e.g. 30 years ○ one changes minute to minute, one takes a long time to change Scotland – climate, wardrobe? Southern Spain – climate, wardrobe? [hands & responses] But still get different types (e.g. rain, sun etc) of weather in both	
		7	Anyone noticed any 'funny' weather recently, <i>unusual weather for our climate?</i>	
		8	February 2019 - show flip flops and talk about wearing them in February	
		9	June 2019 – heat waves in Europe, crazy hail storms in Mexico, floods in India	
		10	Climate change is affecting our weather	



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<p>Who can do something about climate change? [5 minutes]</p>	<p>7</p>	<p>11 12 13</p>	<p>[hands & you write on post-its] When they call out ‘our MP’ or ‘PM’, ask if anyone knows their name & write it up on the post-it</p> <p><i>“I notice there are a lot of grownups on here, and you’re right, grown-ups make a lot of decisions. There are a lot of powerful people who can make a difference. A lot of them are adults. And the good news is there are lots of adults working really hard on this problem. But did you know you can do something too? Here are some ideas...”</i></p>	<p>NB primary messaging should be that “adults are working on this, BUT if you want to join in, here are things you can TRY to do which can make a difference”</p> <p>Need to avoid sense of responsibility & burden – is not theirs to carry</p>
<p>Introduce the 6 things [12 minutes – 2 mins each]</p>	<p>12</p>	<p>14 15 16</p>	<p>What can we do?</p> <p>Six areas of action</p> <p>Ideas for each? [hands – one of two ideas for each area of action on slide]</p> <p>1) How we travel e.g. walking & cycling</p> <p>2) What we buy and how we treat our stuff</p>	<p>Frame this whole section as ideas of things they <i>can</i> do if they want to join and make a difference – lessen pressure and</p>

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			<p>e.g. could you mend it?</p> <p>3) How we keep warm at home e.g. jumper</p> <p>4) How we treat the natural world around us e.g. planting trees</p> <p>Trees absorb or take in CO2</p> <p>5) What we eat – this is one of the biggest in terms of personal impact e.g. less meat & dairy; local</p> <p>6) How we talk to others about climate change</p> <p>Really important, often gets forgotten about Possibly more important than any of the others</p> <p>Feelings –</p> <ul style="list-style-type: none"> - Make clear everything welcome – no feelings are ‘wrong’ - Acknowledge range of feelings (examples) - Give example from self e.g. <i>“I’m actually feeling excited at the moment, as I think lots of people are starting to do something”</i> <p><i>“Chances are someone else will be feeling like you; you may feel mix of things and others around you are probably also feeling a mix of things”</i></p> <p>Emphasise importance of talking about/sharing feelings (define feelings and emotions)</p> <p>2 reasons:</p> <ul style="list-style-type: none"> - Good to share, get support if worried (or any other feelings) others will feel some of same things; - Also powerful to talk to others, explaining what you feel about it – can help them realise they need to act 	<p>avoid idea is ‘up to them’</p> <p>Re superpower of talking to others, emphasis on voluntary action coming from them</p>
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			<p>You talking to others about it is actually a bit like a superpower – adults find it hard to ignore what children say</p> <p>Talking face-to-face great way to do this when possible, but also other ways – e.g. writing and drawing... → leads on to activity coming up shortly</p>	
Climate challenge and leaflet time [6 mins]	24	15	<p>Hand out leaflet</p> <ul style="list-style-type: none"> - one for each, yours to keep - put name on front <p>Going to spend a few minutes looking at the leaflet together and ask any clarifying Qs</p>	NB be sure to frame as optional and things they <i>can</i> do if want to – rather than ‘you need to start doing this’
		17	Inside: 6 things	
		18, 19	Back page: climate challenge	
		20	Introduce climate challenge on back page (as per slide, NB clarify when opportunity to come back to it next week)	
		21	Remember... (as per slide)	
Activity [15 mins]	30	22	<p>Introduce the 2 options:</p> <p style="text-align: center;">Draw a picture –</p>	Options not exhaustive i.e. they might want to do

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			<p>of something you love</p> <p>OR</p> <p>of you doing on of the challenge activities this coming week e.g. riding your bike to somewhere you normally drive</p> <p>This picture can also be in a poster format</p> <p>OR</p> <p>Write a letter – to someone on our list of who you think can take action e.g. a parent, a friend, your headteacher, your MP...</p> <p>Tell them what you feel about climate change, and what action you'd like them to take</p> <p>ANY QUESTIONS?</p>	<p>something else..</p> <p>Picture: Frame as drawing picture of you doing pro-env behaviour e.g. from challenge or other action of choice OR Of something you love and care about (NB don't use 'protect', 'save'. Something else of their choice also fine</p>
Sharing gallery [4 minute]	45	23	<p>Tidy desks, put your picture on your desk, stand up and walk round to see everyone's work</p> <p>Ideally optional sharing – fine if prefer to keep your work private</p>	

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Close	49	24	PLENARY – go back to LO and recap what we have covered Confirm time for returning to climate challenge & to talk to someone if feeling worried about the challenge	
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For more resources, events and information, please see www.kidsclimateaction.org and www.lowcarbonwestoxford.org.uk/kidsclimateaction