

THE FUTURE IS IN OUR HANDS

CLIMATE ACTION

BY GEORGINA STEVENS

ILLUSTRATED BY KATIE REWSE

Our planet needs us,
and we need our planet.

Learn about the causes of climate change and how it is affecting our world.



Explore the human impact and what it means to have a carbon footprint.

Read about creative ideas for tackling the climate crisis.

Be inspired by positive stories from young changemakers around the globe.

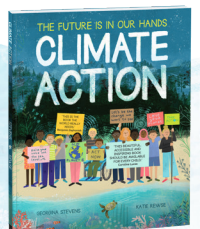
Get tips on how to take action and reduce your carbon footprint.

TEACHING GUIDE CREATED BY
ROSIE HEGARTY, 2020

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LOVE YOUR EARTH

NATIONAL CURRICULUM LINKS

Art and Design

Use drawing to develop and share their ideas, experience and imagination

Arrange the children in a circle on the carpet. Ask them to close their eyes and give them a minute's thinking time to come up with one thing they really love about our planet. Give them a few examples to spark ideas such as pandas, sunshine or enormous trees. Try to encourage the children to think of things that are natural and not human-made.

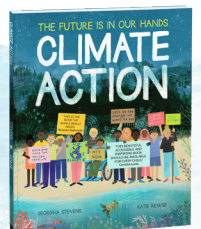
After their thinking time, go around the circle and ask each child to share the thing they love about the Earth. Encourage discussion between the children by asking questions such as, "Does anyone agree with this person's ideas?" or, "Who else can think of an animal they love?"

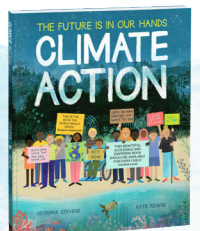
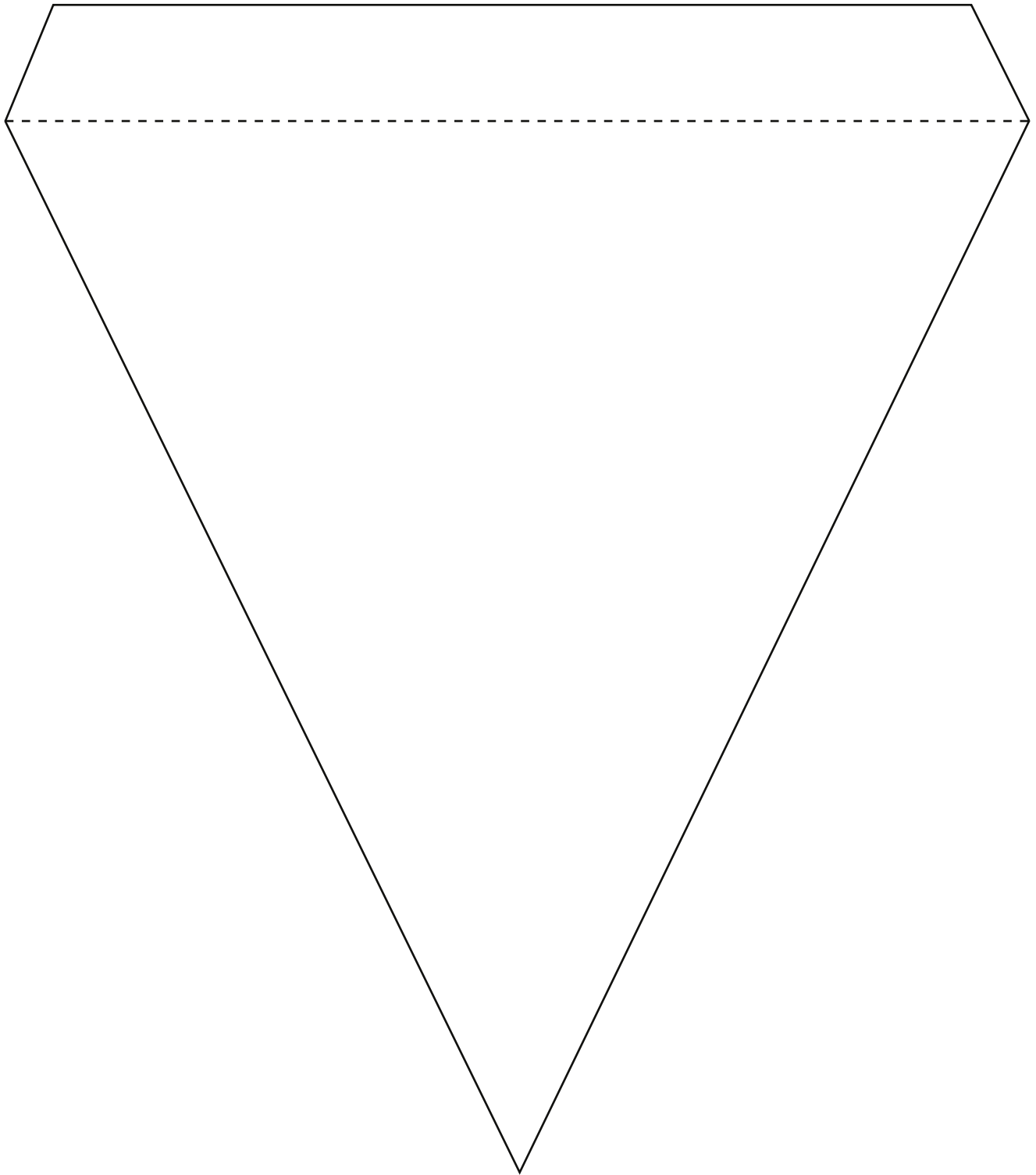
Show the children the bunting template. Explain that they will decorate their bunting using their idea of what they love most about Earth. If they want to, they can combine a few ideas on one piece of bunting. When the children have decorated their bunting, it can be laminated and displayed around the classroom or corridors of the school to promote awareness of climate change.

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GIVE ME FIVE!

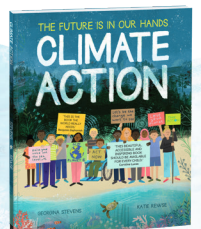
NATIONAL CURRICULUM LINKS

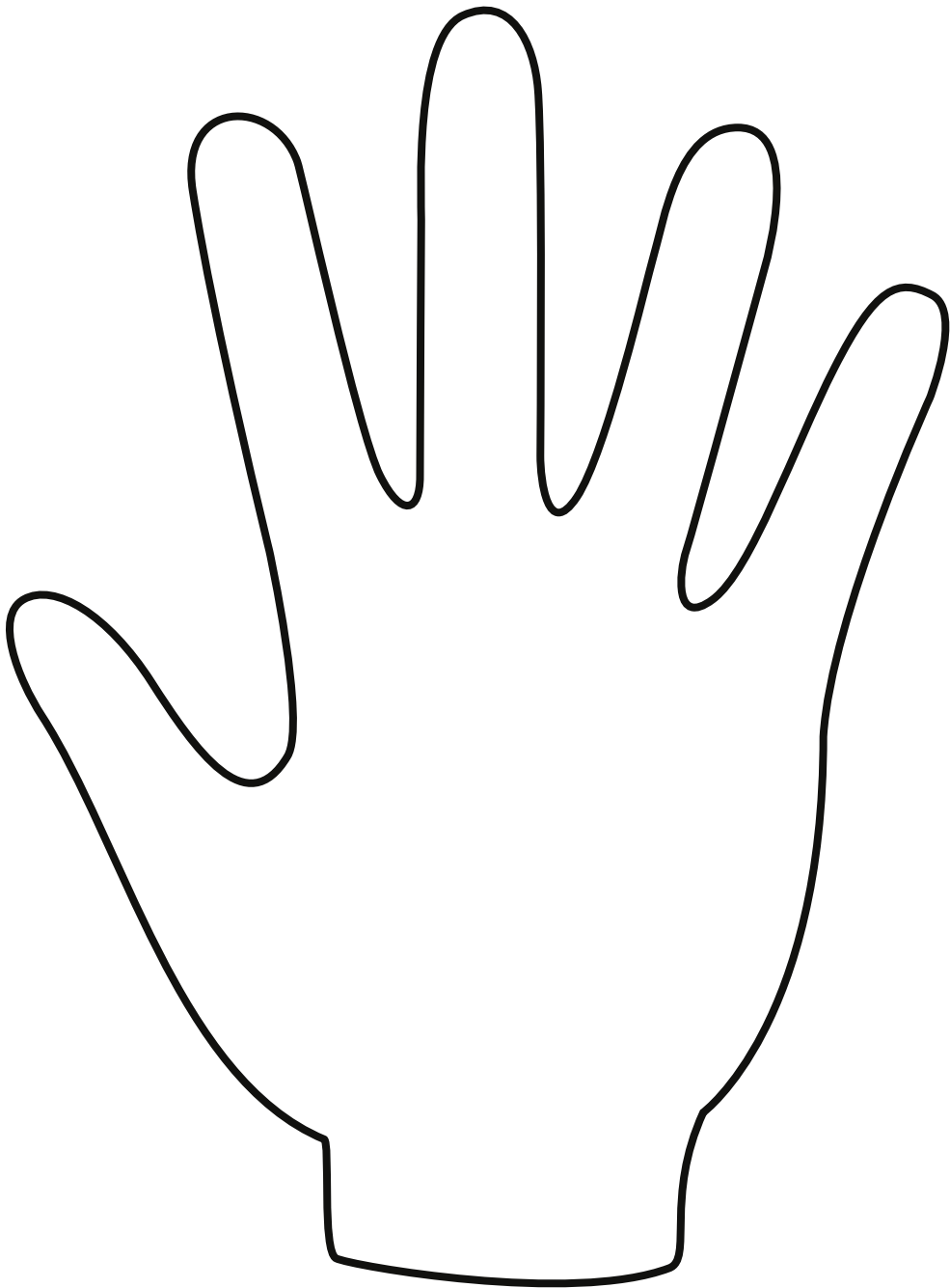
English: Writing

Punctuate sentences with a capital letter and full stop

Recap on the last lesson's learning by asking the children what they can remember about the words 'climate change'. Collect these ideas on the board. Explain that, in today's lesson, we will think about the changes we could make to keep our planet safe. Ask the children to show you their hands and count the fingers and thumb. Sometimes it can be hard to know where to start in helping to create change in the world. One easy way to start is to think of five things you can do yourself to make some small changes.

Model drawing around your hand on flipchart paper. At the end of each finger, ask the children to help you think of a small thing they can do to help our planet. Use your flipchart paper from the last lesson to support the children with ideas from the book. As you write the ideas, describe aloud to the children how you are starting your sentences with a capital letter and finishing with a full stop. When you reach the last finger, 'forget' to use a capital letter and full stop. See if the children can prompt you to add them in. Give the children pencils and paper and ask them to each make their own handprint, then write their ideas at the end of each finger.

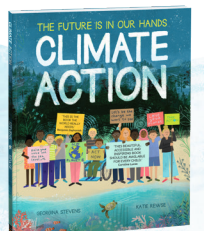




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FOOD FOR THOUGHT

NATIONAL CURRICULUM LINKS

English: Spoken language

Participate in discussions, presentations, performances,
role play, improvisations and debates

Read through pages 42 and 43 of *Climate Action* again. As you read through the 'Carbon Foodprints' section, draw each food on the board in relation to the amount of greenhouse gases it produces. For example, the beef will be drawn very large on the board, while the peas will be very small. Ask the children why they think meat might use more greenhouse gases to produce. Read through the information on the page and tell the children that forest often gets turned into pasture; explain why this is not good for the planet.

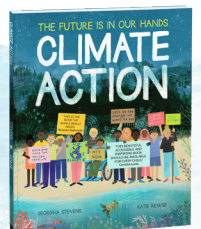
Give the children two minutes talking time with their talk partner to discuss the following question: why is it bad for the planet if forest is cut down for something new? Assess the children's responses and prompt if needed. Explain that trees reduce carbon dioxide and release oxygen, which helps keep the air we breathe clean.

Using the images on the board, challenge the children to draw their own Earth-friendly plate of food. Encourage them to use plenty of the foods that use fewer greenhouse gases. Once the children have finished drawing and labelling their plates, put them into groups of five or six. In groups, ask the children to present their healthy meal to their classmates. Encourage the children to ask questions about what their classmate has presented and give positive feedback.

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TAKE ACTION

NATIONAL CURRICULUM LINKS

English: Writing – Composition

Write about real events

Read through *Climate Action*. As you read through, choose an action on each page that the children could do to make a difference. Create a list on the board as you read through, so by the end of the book you have a list of actions for the children to see. Discuss with the children why it is important to take action. Explain that it might only be a small change to your life, like deciding to walk somewhere instead of drive. Ask the children to imagine all the people on the planet making the same small change, and how it would make an enormous difference overall. Explain to the children that today they will make an acrostic poem. Give the children the opportunity to read through some examples.

Write the word ACTION downwards at the side of the board. Starting at the letter 'A', ask the children to help you think of words or phrases to follow each letter. For example:

- Act now and help save our Earth
- Could you cycle instead of drive?
- Tomatoes can be grown in the garden
- Instead of a bath, try a shower
- Owned and used clothes are cool, too
- Never think small acts don't matter!

Give the children the activity sheet and ask them to create their own acrostic poem about taking action against climate change.

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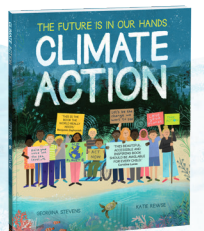
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A STEP IN THE RIGHT DIRECTION

NATIONAL CURRICULUM LINKS

English: Writing – Composition

Write for different purposes

Discuss as a class what a carbon footprint is and why it is important to think about. Place images of the following on each table:

Toilet paper

Sports bag

Jeans

Shampoo

Challenge the children to order the products by largest carbon footprint to smallest. Read pages 40-41 of *Climate Action* and see if the children's predictions were correct. Explain that today we want to focus on how to reduce our carbon footprints. After reading through pages 40-41, place the children in groups and ask them to make a mind map of ideas on how to reduce their carbon footprints.

Give each child the activity sheet. Ask them to decorate the footprint with all the things that can affect our carbon footprint, such as flying, leaving electrical items on, or heating in homes and cars. Then, around the edge, challenge the children to write all the ways they will try to reduce their carbon footprint.

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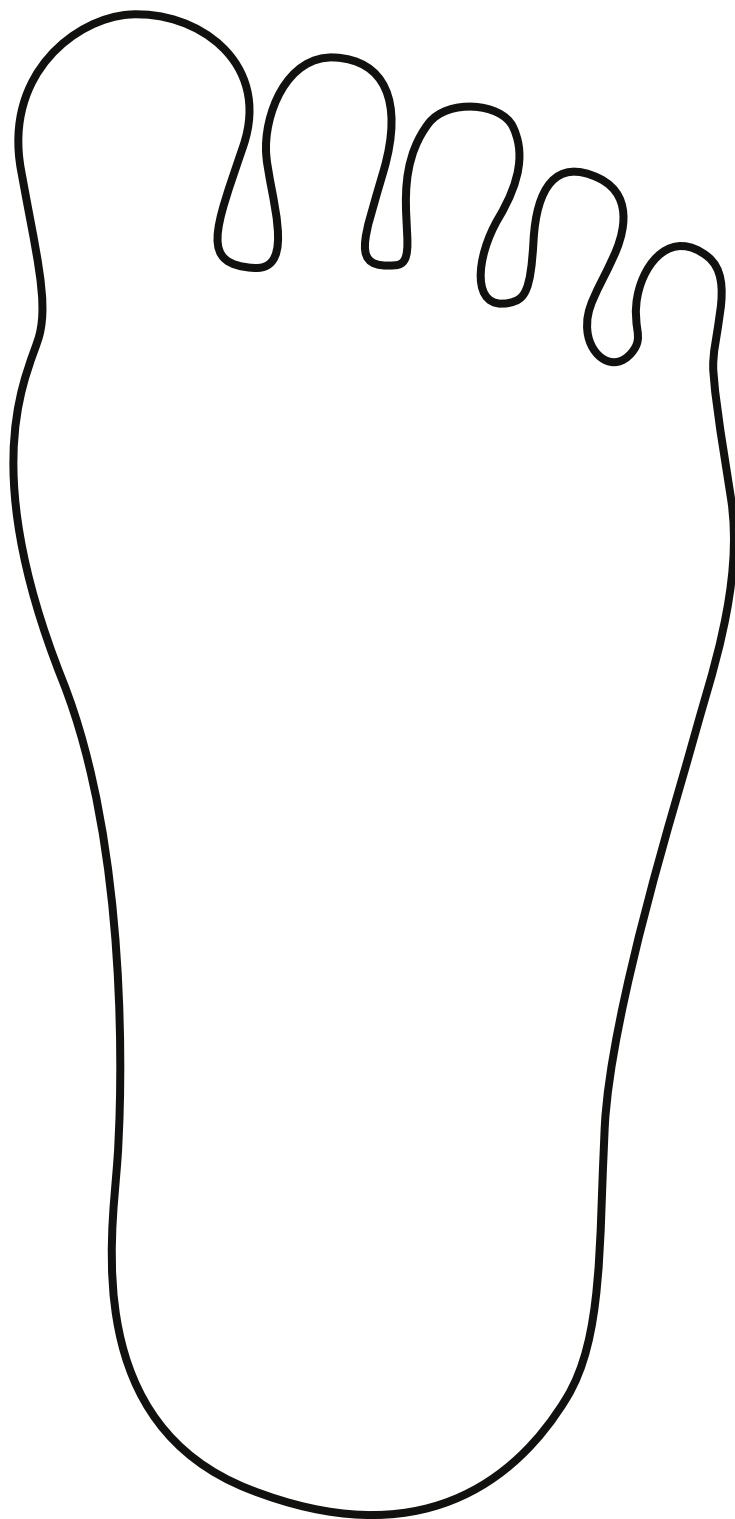
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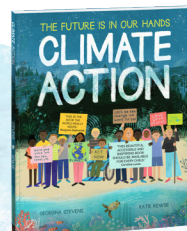




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SPREAD THE WORD

NATIONAL CURRICULUM LINKS

Art and Design

Produce creative work, exploring ideas and recording experiences

Give the children the opportunity to reflect on what they have learned in their previous lessons. Explain that not everyone in the school knows as much about climate change as they do. Tell them that they have a chance to help those children who might forget to take the steps needed to help the planet.

Create a bank of ideas together for ways that they can remind other children to do their part. Suggestions might be things like posters in the toilets to remind children to turn the taps off, or signs around light switches. Another idea might be recycling posters to remind teachers and children to put paper into the recycling bin.

Ask the children to create a poster of their choice to support the other children and adults in the school to be environmentally friendly. If possible, create a competition where the top three designs are photocopied and laminated and used around the school.

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SHAPING OUR WORLD

NATIONAL CURRICULUM LINKS

English: Reading

Recognising some different forms of poetry

Read *Climate Action* with the class. Pause on pages 30-31. Ask the children to think about the last time they went to the beach or saw one on TV. Ask if anyone noticed any plastics on the shore or floating in the water? This is just one way that our oceans are in danger. Read through the ideas on the page to find out more about the dangers to our oceans and the impact of climate change. As you look through the pages, make notes of the key words that come up, for example: ecosystem, pollution, plastic, sewage, bleaching, overfishing, fertiliser, oil.

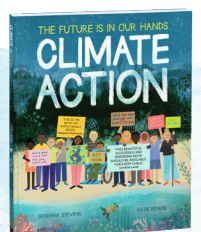
Show the children examples of shape poetry. Explain that, today, they will create their own shape poems about the dangers to coral reefs. Model creating a shape poem using the outline of a turtle and use the key words on the board to create the outline of the turtle.

Give the children some other ideas for outlines on the board, such as fish, octopuses and sharks. Give each child a blank sheet of paper and challenge them to create their own shape poem using some of the key words from the board.

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GROUNDBREAKERS!

NATIONAL CURRICULUM LINKS

Computing

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

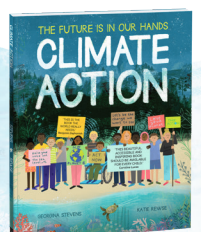
Read pages 52–53 of *Climate Action*. Read through the profiles of all the amazing people who have been involved in the climate movement and discuss with the children what kind of person could become an activist. As the children discuss, guide them towards the idea that anyone can be an activist if there is something they want to change!

On iPads or computers, ask the children to choose one person from these pages to research further. Make sure that the children are using a child-safe search engine such as Kidtopia or Kiddle. As they research, they should make notes of the key information they have found on whiteboards or paper. Show the children the fact file template. Give the children some time to use the notes they have made to fill in their fact file.

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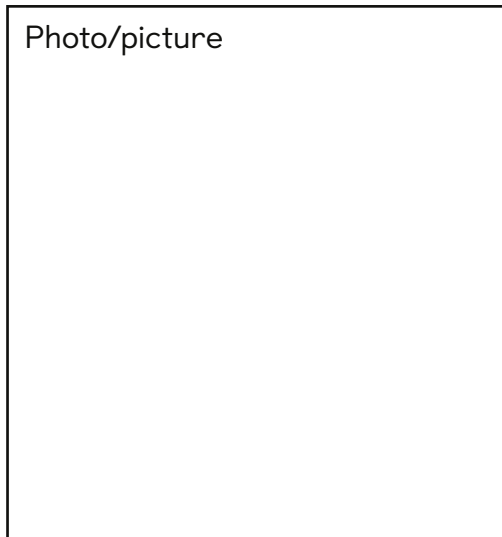
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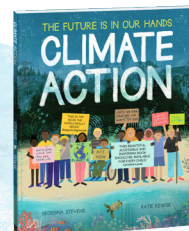
Photo/picture

Date of birth:



Key information:

What they did:



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WHAT DO WE KNOW AND WHAT CAN WE LEARN?

NATIONAL CURRICULUM LINKS

English: Spoken language

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Writing: Composition

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Show the children the words 'climate change' on the board. Ask them what they already know about climate change, then create a whole class mind map to show the different ideas. Give the children some prompts and images to support if necessary. For example, you could ask the children:

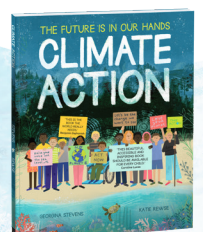
- How do you use less electricity?
- Do you do anything to save water?
- How do you travel to school?

Next, read through *Climate Action* together. Give the children whiteboards and pens and explain that as you all read, they should choose one thing they didn't already know and write it onto their whiteboard. Model this on your board. While reading the book, keep pausing and pointing out where there is a new fact that you didn't know before to remind the children of their task. When you've finished the book, ask the children what could be added to the mind map. Encourage the children to read their writing in a loud, clear voice. Add these facts in a different colour to show what they have learned.

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CAUSES OF CLIMATE CHANGE

NATIONAL CURRICULUM LINKS

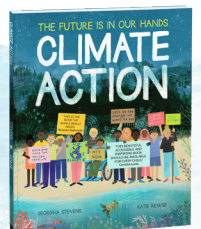
English: Composition

Write non-narrative material, using simple organisational devices
(for example, headings and sub-headings)

Read through *Climate Action* as a class. Once you've read through the whole book, return to page 6. Today's lesson will focus on what CAUSES climate change. Without understanding this, we cannot know what we can do to help. Place large pieces of paper on each table with the following words on each one: Greenhouse gases; Energy; Agriculture; Deforestation; Transport; Buildings; Mining. Put the children into groups and give each group a sheet. Using the book, ask the children to write as much information as they can about each topic on their sheet.

Show the children the activity sheet. Explain that, today, they will create a non-chronological report about their topic. It's an easy way for others to learn about the causes of climate change, as the information is grouped into sections. Model how to use the information the children have gathered to fill in the headings for each part of the non-chronological report. Once you have shown the children an example, give each child an activity sheet and ask them to create their own.

After the lesson, you could also see if there is an area of the classroom or the school for the non-chronological reports to be displayed to raise awareness of the causes of climate change.

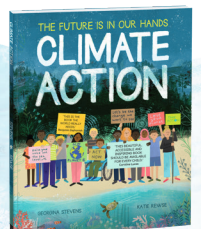


Introduction:

Key information:

Title:

Fun fact:



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LOVE FROM EARTH

NATIONAL CURRICULUM LINKS

English: Reading

Learn the conventions of different styles of writing
(for example, the greeting in letters)

Look at pages 18 and 19 of *Climate Action* again. Plan a class walk around the school premises or local area and ask the children to make a tally chart of how many buildings they see.

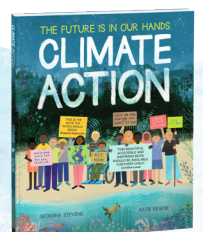
When the children are back in the classroom, share the results they have written down. Have another look at the information on pages 18 and 19 and discuss the damage that buildings and construction can do to the environment. Read through the 'What can we do?' part of the page. Explain to the children that, in today's lesson, we are going to make a difference to our environment by writing a letter to our local MP to ask them to plant some more trees. Discuss why that will help the environment.

Model writing a letter to the MP, explaining what we would like them to do and the reasons why it is important. Ask the children what kind of letter this will be. Will it be formal or informal? See if the children can advise you on what features you need to include in a formal letter, such as the address of the sender, the address of the recipient, the date and formal language. Challenge the children to write their own letters to their MP. When they have finished, send the letters off to your MP and wait to see if you get a reply!

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HOME IS WHERE THE CHANGE HAPPENS

NATIONAL CURRICULUM LINKS

Design and technology: Design

Generate, develop, model and communicate ideas through discussion and annotated sketches

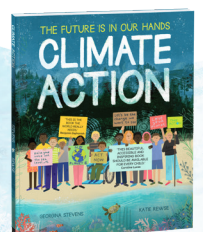
Read page 46 of *Climate Action* with the class. On the board, collect ideas for ways to make your home eco-friendly. Ask the children if any of them know something that makes their own house eco-friendly? Add any additional ideas onto the board and encourage children to think of any other ways to make their homes greener.

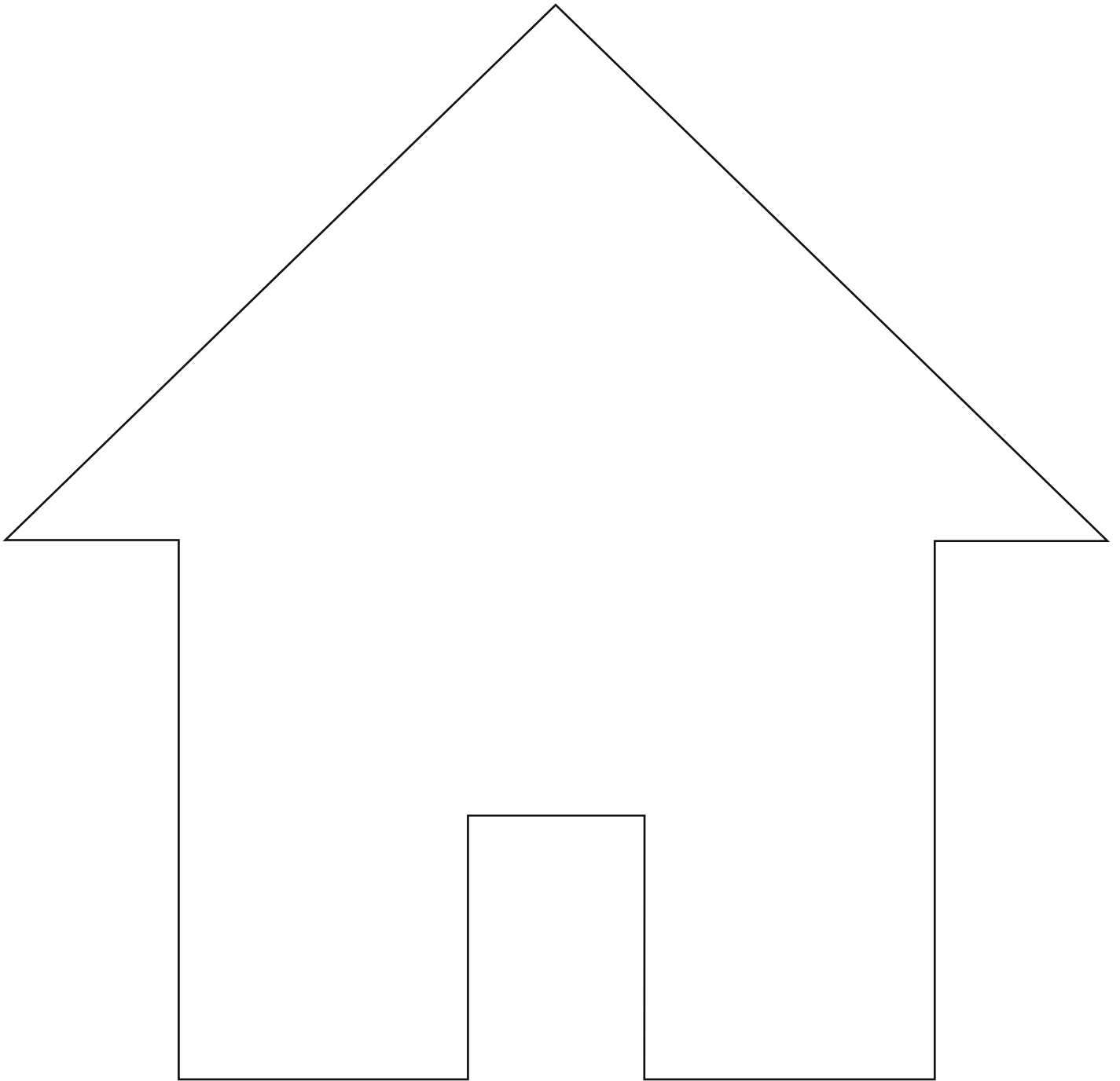
Model drawing a house for the children. As you do, ask the children what features you could add to the home to make it more environmentally friendly. Draw on the features and label them. Give the children their own paper and ask them to design an environmentally-friendly home. When they have done their own designs, give each child the opportunity to present their design to a group or the class and allow the children to ask questions and give feedback to one another.

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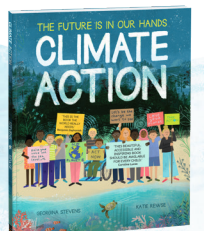




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LET'S GET QUIZZICAL!

NATIONAL CURRICULUM LINKS

English: Writing – Composition

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models

Read through *Climate Action*. As you go, ask the children to make notes of their favourite pieces of information. Encourage them to choose information that they didn't already know or that they think others might not know. Explain to the children that they are going to use the information they have noted to create a quiz for their families and friends to raise awareness of climate change. Model how to turn the information into questions and give multiple choice answers, for example:

What percentage of greenhouse gases are produced by electricity and heat production?

A: 30.4%

B: 21%

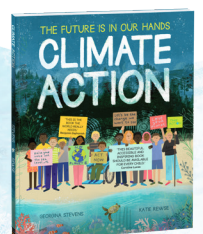
C: 18.3%

D: 15.9%

Give the children time to create their own quizzes. Once finished, choose some to present to the class and see if the children can remember the information from *Climate Action* to answer the questions. There is an additional opportunity in this activity to spread the word of *Climate Action*. Quizzes could be sent out to other class teachers or presented in assemblies to get other children thinking about climate change.

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DEAR DIARY

NATIONAL CURRICULUM LINKS

English: Writing

Continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries

Read through pages 48 and 49 of *Climate Action*. Discuss the problem of single-use plastic with the children. How can we reduce the amount of plastic we use? The first step is to really understand how much plastic we are using. Explain to the children that, over the next week, everyone (including teacher) is going to keep a 'plastic diary'. Every time the child uses anything plastic, or buys anything packaged in plastic, they need to write it down in their diary. At the end of the week, the children will be able to see how much plastic they use in just one week.

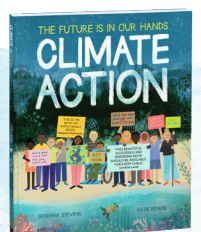
When the week is over, ask the children to bring their diaries into school. Each child should swap their diary with a classmate and read through each other's. What do they notice? Are there any patterns or similarities? As a class, gather information from the children about what they have learned from the diaries. For example, perhaps lots of them noticed plastic packaging on food or perhaps they recorded things that they hadn't realised were plastic in the past.

From this information, see if the class can come up with one easy change they could all make to help reduce the amount of plastic they use. For example, they could decide to only buy fruit that is sold without packaging or vow to always check if a material is recyclable before putting it in the bin.

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ENERGY SOURCES

NATIONAL CURRICULUM LINKS

English: Spoken language

Participate in discussions, presentations, performances, role play, improvisations and debates

Read through pages 10 and 11 of *Climate Action*. As a class, discuss which energy sources the children have already heard of. What do they know about them? Which ones have they not heard of? Create discussion notes on the board and record what the children already know.

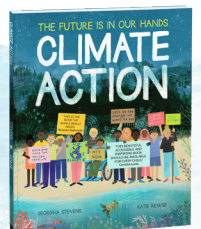
Put the children into seven teams. Give each team one of the following renewable energy sources: wind; solar; hydro-electric; geothermal; biomass; green hydrogen; ocean. Their task is to research their energy source and write an argument for why it is the best source to use for renewable energy. Remind the children that in order to create a convincing argument, they need to know both the good and the bad points about their source of energy. They need to be ready to argue against the bad points as they will be having a debate with the other children in the class.

Give the children time to create their arguments and then hold a class debate. Once the children have all debated their source of energy, come together as a class and ask the children which energy source they now believe is the best type of renewable energy.

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BE THE CHANGE YOU WANT TO SEE

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English: Spoken language

Participate in discussions, presentations, performances,
role play, improvisations and debates

Read through *Climate Action*. Pause on page 52. Encourage the class to think about what the people on this page have in common? They all saw something that could be changed and decided to make that change happen themselves.

Read together the quote from Oscar Alateras: "We are never too young to change our world for the better." Explain to the children that every person in the classroom is capable of making a positive difference to the world. Guide the children to think about their school. Can they think of any ways they could make the school more eco-friendly? Challenge the children to contribute ideas and give them some prompts if necessary. For example, planting bee-friendly flowers on the grounds, introducing rewards to children who cycle or walk to school, or ensuring all classrooms use eco-friendly search engines such as Ecosia.

Organise the children into groups and ask them to each decide on one change they think the school should make. Once they have chosen, ask the children to prepare a presentation for the rest of the class.

Optional extra: if your school has a school council, you could present the ideas to the school council and ask them to vote and implement their favourite idea.

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THE COST OF DOING NOTHING

NATIONAL CURRICULUM LINKS

English: Writing – Composition

In narratives, describing settings, characters and atmosphere

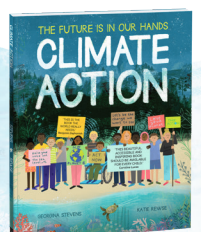
Ask the children to close their eyes and imagine 100 years into the future. Nothing has been done to tackle climate change. What could that look like? Collect some ideas on the board. Give the children some prompts: what might landfills look like? What might happen to the air? How would the oceans look? How might the weather change?

Model to the children writing a diary entry as a person who has woken up 100 years in the future. Remind the children that a diary entry needs to be a first-person narrative and needs lots of descriptive language so the reader can imagine the scene in their heads.

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THE FUTURE IS IN OUR HANDS

CLIMATE ACTION

A BRIGHTER FUTURE

NATIONAL CURRICULUM LINKS

English: Writing – Composition
In narratives, describing settings,
characters and atmosphere

Look at examples of the writing from the last lesson. Explain to the children that this is not how the world should be in 100 years. Collect examples from *Climate Action* of ways that we can make sure we slow the effects of climate change. This time, ask them to imagine a world 100 years from now in a future where we have taken lots of action to slow climate change. What changes could have happened to create that world? Collect examples on the board, such as:

- Using renewable energy sources
- Using less single-use plastic
- Being careful to eat an eco-friendly diet
- Buying second-hand clothes
- Flying less and using eco-friendly forms of transport

Now, ask the children to close their eyes again. What does the world look like now these changes have been made? What is the air like? What can you see in the oceans? Are animals still endangered? Model for the children writing a diary entry as a person who has woken up 100 years into the future. Remind them that it's still important, like in the last lesson, to use lots of descriptive language so we can imagine the beautiful world they are writing about.

Optional task: create a display of the opposing diary entries in the classroom or an area of the school to raise awareness of the impact of climate change.

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