Lesson activities

1. A How does climate change affect the world’s poorest people?
   Discuss with children why the world’s poorest people are the most affected by climate change. The first part of this activity can be used in the classroom, the second part can be used to get pupils to role play the scenario.

   a. Display climate change photos and videos from the resource pack.
   b. Use real-life stories of people affected by climate change to introduce the idea of climate change and its effects.

2. B What happens when floods strike?
   Tell children about the effects of floods in Bangladesh.

   a. Show pupils photos of Bangladesh affected by floods.
   b. Read aloud the story of Champa and her family.
   c. Ask pupils why floods happen.
   d. Ask pupils if they think climate change is making floods happen more often.
   e. Ask pupils what the government and people in Bangladesh can do to stop flooding.
   f. Encourage pupils to write about what they think they can do to stop the floods.

3. C What can we do to stop climate change?
   Tell pupils about the changes people can make to reduce their carbon footprint.

   a. Ask pupils to draw a picture of what their home looks like.
   b. Ask pupils to write about what they can do to help the environment.
   c. Encourage pupils to write about what they can do to help the environment.
   d. Ask pupils to write about what they can do to help the environment.

4. D Playing a role play
   Play or read a role play, or use a PowerPoint presentation.

5. E Climate change in Action
   Tell everyone! Ask pupils to work in small groups. The task is to choose a category and find out what people can do to help the environment.

   a. Each group takes one of the following categories: home; school; holidays and travel; out-of-school activities.
   b. Each group chooses three or four things that people can do to help the environment.
   c. Pupils can present their findings to the rest of the class.

6. F Let’s cut the carbon
   With the audience (the rest of the class) sitting at one end of the room and the teacher (or another pupil) sitting at the other end, the audience can then ask the teacher questions about climate change.

   a. The teacher can also ask the audience questions about climate change.
   b. Pupils can make notes of the answers.
   c. At the end of the class, the teacher can ask the audience to write a short note about what they have learned.

7. G The freeze drama
   Each pupil chooses a character.

   a. The freeze drama should provide great discussion stimuli to reinforce the problems and actions mentioned.
   b. You can use the freeze drama as a teaching aid to help pupils understand the concept of carbon footprint.

8. H As usual, pupils can choose which character they would like to play.
   All characters have equal time to speak and to show different emotions.

   a. Pupils can be divided into two groups: one group can play the freeze, the other group can play the thaw.
   b. The freeze drama can be used to help pupils understand the concept of carbon footprint.

9. I What do you think the person in the story does to help the environment?
   The freeze dramas should provide great discussion stimuli to help pupils understand the concept of carbon footprint.

   a. Pupils can be divided into two groups: one group can play the freeze, the other group can play the thaw.
   b. The freeze drama can be used to help pupils understand the concept of carbon footprint.

10. J What do you think the person in the story does to make climate change worse?
    The freeze dramas should provide great discussion stimuli to help pupils understand the concept of carbon footprint.

    a. Pupils can be divided into two groups: one group can play the freeze, the other group can play the thaw.
    b. The freeze drama can be used to help pupils understand the concept of carbon footprint.
Lesson activities

Select from these groups of activities to introduce children to climate change issues.

Note: The activities can be taught by teacher or work independently, but A to be used activities have been designed to be done whole class.

A) From global to local
- Let’s see the world

At this stage children have probably never heard of climate change. It is important to get them to consider that it is real and that it has an impact on their lives. Let’s see the world

- Have you heard of climate change?
- What do you think climate change means?
- Can you suggest what it means to be green?
- Can you suggest what you can do for the environment?

- Let’s see the world

- Which countries and continents are affected by climate change?
Lesson activities

Select three of the above groups of activities to introduce children to climate change issues:

1. Discuss the effects of climate change on the world’s poorest people with pupils supported by climate change presentation (vehicle/Penny/Ari). Large screen to view large group of pupils or small group discussion.

2. Make a tally chart to record your activities over a week that emit CO₂.

3. Estimate how many plastic bags you use in a day for washing, cleaning and cooking.

4. Make a survey of your classmates to find out how eco-friendly they are.

5. Visit www.christianaid.org.uk/learn or www.globalgang.org for other ideas on how to respond to global warming.

6. Ask pupils to describe the problems that they faced and how they overcame them.

Performance opportunities

1. Use the chorus as a starting point for an assembly.

2. Use the presentation to support a debate in an assembly.

3. Use the presentation as an eye-witness report for a TV show.

4. Use the presentation to support an assembly.

5. Use the presentation as an eye-witness report for a TV show.

6. Use the presentation to support an assembly.

7. Use the presentation as an eye-witness report for a TV show.

8. Use the presentation to support an assembly.

9. Use the presentation as an eye-witness report for a TV show.

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26. Use the presentation to support an assembly.

27. Use the presentation as an eye-witness report for a TV show.

28. Use the presentation to support an assembly.

29. Use the presentation as an eye-witness report for a TV show.

30. Use the presentation to support an assembly.
Lesson activities

Select from these groups of activities to introduce children to climate change issues.

Note: This activity can be used in both key stages of work or as an independent task, but it is best to use activities from the same group in sequence.

Activity 1: Climate change – it’s happening now! (15 mins)

Aim: To introduce pupils to the impact of climate change on some of the world’s poorest people’s homes and lives.

Materials/preparation:

- Crazy Climate – it’s happening now! PowerPoint presentation
- Display a photo of Champa and a poster of floodwaters

A drama activity for 7- to 9-year-olds

When the children arrive, listen to a rain-related song to set the scene. Ask the children:

- What do you think is happening in the picture?
- How do you feel about what you see in the picture?

Pupils will learn how extreme weather conditions affect some of the world’s poorest people’s homes and lives.

Start: Tell the children what you have prepared for them to do.

1. Click on Champa’s story.

2. You could read some of the material to your class.

3. Ask pupils to think of other people who are feeling the effects of climate change.

4. Ask the children to listen to Champa’s story and think about what is happening to Champa and her family.

5. Lead pupils to think about what climate change means.

6. Talk about how cutting our CO₂ emissions and taking ownership in making that change can make a difference.

7. Prepare to discuss any questions pupils have about Champa and her story.

As a drama activity

1. Explain to the children that you are going to act out Champa’s story.

2. Choose a fact. Work in pairs or small groups to think of ways to tell the rest of your school about what Champa has to do and how people can help.

3. Make a ‘key words’ record of your activities over a week that Champa, eg her journey, hours watching, TV, long, charge your mobile phone for, etc. Plot your records on a graph to show how your carbon footprint has changed.

4. Design and carry out a survey of your classmates to find out how eco-friendly they are.

5. Choose a fact. Work in pairs or small groups to think of ways to tell the rest of your school about what Champa has to do and how people can help.

6. Make a ‘key words’ record of your activities over a week that Champa, eg her journey, hours watching, TV, long, charge your mobile phone for, etc. Plot your records on a graph to show how your carbon footprint has changed.

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10. Design and carry out a survey of your classmates to find out how eco-friendly they are.

Performance

- Find the audience the area of the room where you are doing the activity and ask them to turn off any electrical appliances they are using.

- Start: Tell the children what you have prepared for them to do.

- Read aloud the story of Champa and her family.

- Talk about Champa’s story and ask the children to think about what is happening to Champa and her family.

- Lead pupils to think about what climate change means.

- Prepare to discuss any questions pupils have about Champa and her story.

As a drama activity

1. Explain to the children that you are going to act out Champa’s story.

2. Choose a fact. Work in pairs or small groups to think of ways to tell the rest of your school about what Champa has to do and how people can help.

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10. Design and carry out a survey of your classmates to find out how eco-friendly they are.

Now and then

- Talk about the story of Champa and ask the children to think about what is happening to Champa and her family.

- Lead pupils to think about what climate change means.

- Prepare to discuss any questions pupils have about Champa and her story.

As a drama activity

1. Explain to the children that you are going to act out Champa’s story.

2. Choose a fact. Work in pairs or small groups to think of ways to tell the rest of your school about what Champa has to do and how people can help.

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10. Design and carry out a survey of your classmates to find out how eco-friendly they are.

Future

- Talk about the story of Champa and ask the children to think about what is happening to Champa and her family.

- Lead pupils to think about what climate change means.

- Prepare to discuss any questions pupils have about Champa and her story.

As a drama activity

1. Explain to the children that you are going to act out Champa’s story.

2. Choose a fact. Work in pairs or small groups to think of ways to tell the rest of your school about what Champa has to do and how people can help.

3. Make a ‘key words’ record of your activities over a week that Champa, eg her journey, hours watching, TV, long, charge your mobile phone for, etc. Plot your records on a graph to show how your carbon footprint has changed.

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10. Design and carry out a survey of your classmates to find out how eco-friendly they are.

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