

**PSHE Session - 1 hour Climate Change**

**Title: Lesson 6Be the generation of change. The everyday choices we make have an impact on our planet**

**Unit for students 11-18 years old**

***The big idea***

Because of the potentially catastrophic risks posed by climate change, scientists are encouraging world leaders to adopt "**prevention principles"** to focus on the main problem - excessive consumption and use of fossil fuels - before it's too late. This means that we have to change many aspects of our lifestyle. Many actions are needed to avoid the worst case scenarios foreseen by scientists. This includes taking action both to mitigate climate change and adapt. Governments need to consider introducing laws that would prevent the worst case scenario from being implemented. One of the solution is "lifestyle change"; this raises the question of the contradiction between the general awareness of people and those of them who are actually changing their lifestyles.

Students understand that action on climate change is being done on 3 levels worldwide. They can explain why actions at each level are important to focus on climate change.

They can also explain the importance of each of us individually. Students understand that people's awareness often does not overlap with changes in their lifestyle.

Teacher assignments: incl. group activities **20 minutes**

**The teacher explains: Objectives of the topic / Key concepts**

**Key Discussion Ideas - What causes the man on the planet?**

**Does it matter where the food we eat comes from?**

**Why are the climate issues important?**

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| Directed Teaching Tasks: including group and whole class activity | Teacher support notes |
| **First Thoughts Let’s Get Engaged 20 Minutes**  **Teacher explain:** Lesson Objectives / **Key terms**  **Key ideas to discuss –** what are humans doing to the planet?  **Does it matter where our food comes from?**  **Why does climate change matter?**  **Activity-**: recap short clip what are we doing to the planet?  **Extend discussion:**  **Opening up Ideas**    **Activity 1** Diamond Nine – Decision making activity looking at challenges to get people to change their behaviour and consumer choices  Pupils work in groups and discuss the challenge statements and place them into a diamond nine according to how easy they think it would be to persuade people across the world to change their living habits. There are 20 cards they have to pick and rank 9  Teacher circulates and questions groups. | Resources: session 6 power point  **6.1 Clip** [**https://www.radiotimes.com/news/tv/2018-08-29/blue-planet-2-plastic-waste-final-episode/**](https://www.radiotimes.com/news/tv/2018-08-29/blue-planet-2-plastic-waste-final-episode/)  Diamond Nine and Challenge cards  This lesson encourages pupils 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.  Pupils should now have the confidence and knowledge to start coming up with solutions to change peoples’ consumption habits.  Key ideas to cover include  Big Idea 6 Discussion about our futures understanding that we are all affected by climate change and its impact could worsen in the future unless humans take action, students understand that if we don’t do anything there is a planetary scale [worldwide] threat to human civilisation.  Big Idea 7 – students understand that we should look at addressing climate change on an individual and government level, they realise that it is not enough to just have awareness but we need to encourage[ direct ] people to change their behaviour.  Big Idea 11 – recap of carbon footprint surveys- personal footprints being reduced |
| **Exploration and Consolidation 30 minutes**  **Activity 2 Be the Generation of Change** Don’t’ Ignore Young People – they are the key to fighting climate change  **Pupils Discuss**: What does your group think? Do you agree?  Group’s feedback to class discussion.  Teacher encourages class feedback and discussion, which actions might we be able to encourage people to adopt in the future? How easy will this be?  **Activity 3 –Make a difference: Plan for sustainable living Group Task**  You are going to design an action campaign based on persuading people to change their carbon footprint. For the first part of the campaign develop a slogan to promote people changing their Put your possible 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:  **Include in Your Action Campaign Presentation:**  A social media slogan  A social media competition  Ideas about a You tube advert- this can be acted out  A poster persuading people to change their habits | **Resources:**  **Flip chart paper and pens**  Teacher circulates and offers support. This lesson could be extended over 2 or more lessons.  Pupils could feedback their presentations to class/ year group/ SLT |
| Conclusion and Reflection Be able to give 3 reasons as to why campaigning to reduce human impact on the planet is now needed | **Resources** |

**Activity**: summary of a short video, "What are we doing on our planet?"

**Extended discussion:**

**Introductory ideas**

**Activity 1:** Diamond Nine - A decision-making activity that challenges students to motivate people to change their behavior and consumption patterns.

A description...Students work in groups, discuss challenges, and enroll them in a nine-diamond scheme, according to how hard they think it would be to convince people around the world to change their habits. They have 20 cards from which to choose the nine best.

* The teacher walks between groups and asks questions.

**Video https://www.radiotimes.com/news/tv/2018-08-29/blue-planet-2-plastic-waste-final-episode/**

This topic encourages students to think about what actions people should take to reduce the impact of climate change. This topic is used for group discussion and problem solving. If time permits, it may last 2 hours.

Students gain confidence and knowledge of how to begin to come up with solutions to change people's habits and consumption.

* Key ideas
* Big idea 6 Discussing our future and understanding that climate change is affecting all of us and the situation can get worse unless we take action. The students understand that unless we do something, our whole civilization is endangered.
* Big idea 7 – students understand that the issue of climate change at the individual and government levels needs to be raised. Students are aware that it is not enough to be aware of the problem, but also to focus on changing the behavior.
* Big idea 11 – Carbon footprint summary - reducing your personal carbon footprint.
* **Exploration and validation 30 minutes**

**Activity 2: Be the generation of change! Don't ignore young people - they play a key role in combating climate change.**

**The students discuss:** What does your group think? Do you agree?

Group statement in class discussion

The teacher encourages feedback from the class and discussion, what actions can we encourage people to take in the future? How hard will it be?

**Activity 3 – Be the Change: A sustainable lifestyle plan group task**

Make an action plan with a basic idea - persuading people to change their carbon footprint. For the first stage of the action, create a slogan that provokes change in people. Write your suggestions on the flipchart sheet. When you are ready, present ideas to the class. Think about the behaviours of the target groups you seek

• Home energy consumption / Transport / Personal habits: User Choice / Recycling Habits;

**Include in your plan of action:**

* + - * 1. A slogan for social networks
        2. Competition on social networks
        3. YouTube Advertising Ideas - This can play out as a scene
        4. A poster urging people to change their habits.

The teacher traverses between groups and offers help. This topic can be extended to 2 or more hours of study.

The students can comment on each other's presentations with the class / group.

Conclusion and time for reflection

To what extent are the following entities important in tackling climate change? (mark with a number from 0-10)

* Groups and organizations –
* Governments –
* Persons -

Why?