

Partnering for the planet

Climate change lesson plan for secondary schools

Lesson plan

Lesson starts with the teacher giving pupils a brief context of the lesson.

Learning Outcome: To create a short video clip highlighting and sharing the actions we will take to tackle climate change.

Note to the teacher: For the lesson, the pupils will need to be together for some time to introduce the task and then pupils to work in small groups (ideally groups of four).

Outcome: Groups of four to share statements of action pupils will take to tackle climate change both as individuals and as a school.

Compile the statements into a short (reel style) video that will be posted on the school's Twitter and/or Instagram account and shared with the University of Reading.

This activity is intended to take place in a tutor period/PSHE lesson – suggested timings are for a short tutor period, but this could extend to a whole week of tutor time activity, especially as the video needs putting together.

Resources

- Large paper for pupils to map their ideas on/ paper or exercise books to take notes
- Paper/pens/mini whiteboards for pupils to write down their statements of action/ pledges for change for sharing
- The intention is that the videos do not feature any of the pupils in the class but a montage of their pledges/actions that can be posted on the school's Twitter and/ or Instagram account with the University of Reading tagged in. You might need to get tech savvy colleagues to help you out with doing the video and the person that runs the school's social media account/s needs to be consulted so that videos can be collated and shared.
- Within your school you could run a competition for the best videos from each year group to be the ones that are shared.

Introduction:

5 minutes

Teacher: Share the image of the climate stripes with the class and ask if any of them are aware of what it is, who created it, where they work?

Share the video of Professor Ed Hawkins with the class – encourage pupils to take notes of key information.

Pupils: Pupils watch the video and take notes whilst actively listening and noting down the key information shared in the video.

Main pupil activity

10/15 minutes in total for this next section

Teacher: Teacher to collate responses from the class about the key information that pupils have gained from the video. Suggest that these are displayed on a whiteboard/ interactive board/flip chart so that all in the class can use them as a resource for the pledges activity.

Introduce to the class the pledges activity – explain that you are going to create an Instagram reel/tiktok style video using pledges about actions that the pupils as individuals/the school could take, no matter how large or small, to tackle climate change in the climate revolution.

5–7 minutes (lengthen by using the time to discuss the pledges as a class if you have longer than a tutor period to do this):

Teacher: I want you to think about what you can do as individuals, and we can collectively as a school, to help with the **climate revolution** and be part of a global movement. Let us start off by thinking about the things you individually could do – can you turn these ideas into actions and pledges.

Pupils: Brief discussion in working groups about actions to tackle climate change. Write pledges out on pieces of paper – the pledges need to be written out so that they can be compiled into a short video.

5–7 minutes (lengthen by using the time to discuss the pledges as a class if you have longer than a tutor period to do this):

Teacher: Now, I would like you to spend the rest of the time developing your work on the **actions** we can take as a school to support the climate revolution.

Pupils: Brief discussion in working groups about actions to tackle climate change from a whole school perspective. Write pledges out on pieces of paper.

Stretch and challenge

- Teacher:** Share with pupils the following statement 'The hottest year that you have already experienced will, if we carry on as now, become the new normal'. Ask pupils to think about one/some of the following and then update their actions:
- What colour will the climate stripe be in 2035? Why will it be this colour? What will the impact of this be on you, on school, on society?
 - When your children go to school, what do think school will need to look like? Will it be different? Will they be able to sit in classrooms in July?
 - If you changed the timings of the school day could this have an impact on its carbon footprint – how would you know? What information would you need to help you understand?
 - How could you change the school year to minimise its carbon footprint? Would your changes be possible? What information would you need to help inform the decision?
 - Would changes to the school buildings be needed if temperatures continue to rise? How might these changes affect the carbon footprint?
 - How will changes to our climate impact how society functions? What changes will we need to make?
 - How would you be able to assess the impact of any of the actions that you take? Think about how you might measure this.

To finish:

About 5 minutes

- Teacher:** Ask each group to share their pledges. Draw out some examples to focus the discussion around.
- Finally:** Pupils to think of a question that they would like to tweet to Professor Ed Hawkins about tackling climate change. Tweet your questions to [@UniofReading](https://twitter.com/UniofReading)
- Teacher:** *(with the help of some students)* Collect the pledges together and create a 30 second video showcasing the pledges from the group.

Show us your work

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