

Partnering for the planet

Climate change lesson plan for primary schools

Lesson plan

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

Learning Objective: To create a poster showing the actions we will take to tackle climate change.

Note to the teacher: For the lesson, the pupils will be working as a class for some of the time, but it would be great if they can work in groups of four for the independent task.

End products: Groups of four develop posters with actions pupils will take to tackle climate change both as individuals and as a school.

Please choose a couple of groups to represent the poster on a video or photo that will be posted on the school's Twitter and/or Instagram account and shared with the University of Reading.

Resources

- Small whiteboards/paper for pupils to take notes on.
- Big pieces of sugar paper/poster paper to create posters pledging the actions pupils will take being part of the **climate revolution**.
- Some groups will have their **climate revolution** pledge videoed or photographed to be tweeted on the school Twitter account with the University of Reading tagged in. So, this would need consideration in terms of permissions from your pupils' parents for them to be filmed or photographed sending their climate revolution message to the world!

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You might also like to tag the University's Institute of Education on Twitter [@UniRdg_loE](https://twitter.com/UniRdg_loE) and Instagram [@ioe_reading](https://www.instagram.com/ioe_reading)

Starting point:

15 minutes

Teacher: Today, we are going to explore how our actions are altering the climate around the world. We will start with watching a video featuring a climate scientist – Dr Ella Gilbert from the University of Reading. I would like you to watch the video and make some notes on a whiteboard / in books. After watching the video, we will be developing a poster in groups of four showcasing the **actions** we will take individually and as a school to help scientists like Dr Ella Gilbert in the **revolution** to tackle climate change.

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

10 minutes

Teacher: Teacher to lead the development of a big class mind map sharing the information from the video. Pupils to use their notes to interact and take part in this discussion. The aim here is for the class to have a shared information sheet from the video to draw back on whilst working on their independent work.

Pupils work in small groups on the following activity:

20–25 minutes

First 10 minutes:

Teacher: I would now like you to have a think about what you can do as individuals, and we can do 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 we could do as individuals – can you turn these ideas into actions and pledges and add them to your posters.

Final 15 minutes of the independent task:

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. Add your pledges to your poster. (It would be great here if the pupils are supported in keeping the focus on developing the **actions** and not get too carried away with the presentation of the poster.)

Wrapping up the lesson:

About 10 minutes

Teacher: Ask pupils to share their posters as sharing their pledges to the world. Teacher chooses a couple of groups that will be filmed or photographed and shared on social media as part of showcasing the action from the pupils and the school.

Finally: Pupils to think of a question that they would like to tweet to Ella.