**Addressing the Global Climate Crisis in Your Classroom –
2021 Edition**

# Summary Information

**Title:** *A better world*

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**Short description:** Design for a better world is a design challenge for students aged 5-6 years. It offers students the opportunity to:

* Learn about the global goals for sustainable development.
* Access a range of global contexts including water and sanitation, food security and climate action in which to identify a design problem.
* Explore a range of  technologies that people are developing around the world to address global challenges.

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| Table of summary |
| Subject | *Ecology* |
| Curriculum integration | Our popular Climate Challenge resources focus on the human impact of the climate crisis: how communities around the world are being affected by climate change and how people are responding and adapting to these challenges.With separate versions for ages 14-15 years, the activities link to a number of curricular areas including science and geography. |
| Age of students | *14-15*  |
| Number of students | *15* |
| Time frame/duration | *45 min* |
| Learning objectives | * Carry out a science investigation to develop understanding of the greenhouse effect.
* Identify human causes of climate change.
* Compare carbon footprints.
* Use a consequence web, case studies and role play to develop awareness of the impacts of the climate crisis.
* Play a climate change vulnerability game.
* Investigate how communities are adapting to the effects of climate change.
* Work with others to take action against climate change.
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| Resources and tools | • Climate challenge A slideshow: Slides 2–7 • Activity sheet 1: The greenhouse effect in a jar |
| Expected results | Learners will develop their knowledge and understanding of climate change. • Learners will carry out an experiment and use the results to develop their understanding of the greenhouse effect. • Learners will share their knowledge and understanding about climate change with others. |

# procedure

Work process

*State how you intend to work with students. If you wish to create teams of pupils or collaborate with other schools or classrooms, please provide relevant information.*

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| Learners will first explore their existing ideas about climate change. They will then carry out a practical activity to reinforce their understanding of what the greenhouse effect is. Finally, learners will use secondary sources of information to develop their knowledge and understanding about climate change. |

Activities

Provide *an overview of the activities that you are planning for this project. Explain the procedure, the tools you are going to use, your role and that of the students.*

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| Name of activity | Procedure |
| Climate change board race | Show slide 3 and explain briefly what a board race is. A board race is run like a relay with the person at the front of each team running up to the board or piece of paper and writing something related to the question or topic. As soon as they have written something they run back to their team and hand the pen to the next person in line and then head to the back of the queue. The next person then has a go but they must not repeat anything that is already written on their group’s board or piece of paper. The process is repeated until the time is up. • Tell learners that the topic for this race is ‘Climate change’ and that you will give them five minutes to get as many ideas on their paper or board as possible. Organise learners into equal groups of four to six and line them up in front of a piece of paper (or a section of whiteboard) for each group with the topic ‘Climate change’ written at the top. Give the first person in each group a pen or pencil. • If there is insufficient space to run a board race you could carry out a similar activity with groups staying at their tables and learners passing around a pen or pencil to take turns to write on a piece of paper. • At the end of the race, ask learners to sit down. Count the number of answers for each team. • Feedback the range of ideas focusing on any themes which emerge. • Congratulate learners on how much they already know and emphasise that they will be building on their knowledge and understanding about climate change during the session. |
| What do you understand about climate change? | Draw an outline of the Earth on a large piece of paper and write ‘Climate change’ in the middle. Learners could write anything they have found out about climate change or words related to climate change inside the Earth. Display the Earth in a prominent place in the classroom and encourage learners to add to this ‘working wall’ as they go through their climate change learning journey. • Any questions that learners have about climate change could be written outside the Earth. Discuss how learners might find out the answers to these questions. o What information sources could you use? o What support might you need? • Ask learners to use secondary sources of information to find out more about what climate change is. Explain that the learners should focus on the science around climate change. Tell them that they will be finding out more about the causes and impacts of climate change, as well as potential solutions, in subsequent sessions. |

# Assessment

*Explain how you intend to assess your students for this project. How would you know if the learning objectives have been achieved?*

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| Learners could investigate microclimates within the school grounds. Ask learners to collect and compare weather data over a period of time from different parts of the school, such as close to and far away from a building, or from areas with north and south facing aspects. |