



WORKING TOGETHER
TO INSPIRE YOUNG
PEOPLE TO SPEAK
OUT FOR OUR PLANET



Understanding Climate Change (Assembly)

Lesson Plan

Assembly		Length: 30 minutes
Objectives: <ul style="list-style-type: none"> Understand the difference between climate and weather Understand the effects of climate change Understand human contribution to climate change Identify solutions to reduce individual contributions to climate change 		Outline: <ul style="list-style-type: none"> Description of climate change, its causes and effects. Explore some of the human contributions to climate change Explore solutions to reduce the human contributions Look at individual responsibility
Materials: None		
Lesson Plan:		
Slide	Time	Activities
1	15 sec	Introduce the form time activity using the outline above.
2	1 min	Play video – an introduction to WWF https://vimeo.com/385956974/3b274d03d5
3	15 sec	Introduction to Shout Out UK
4	30 sec	<p>In order to grasp the concept of climate change, students need to understand the distinction between weather and climate.</p> <ul style="list-style-type: none"> Weather is what you see outside on any particular day. This includes temperature, rainfall and wind. Climate is a description of the long-term pattern of weather in a particular area. Variables that are commonly measured are temperature, humidity, atmospheric pressure, wind, and precipitation.
5	1 min	<p>Ask what is happening in each photo. (<i>Flooding, drought, forest fires, melting ice caps</i>)</p> <p>Ask what could be making these events more extreme? (<i>Climate change</i>)</p> <p><i>Further Notes.</i></p> <p><i>These weather events occur naturally but climate change is making them more extreme in terms of frequency and ferocity. This has impacts on livelihoods, landscapes and nature.</i></p>
6	2 min	<p>Ask if anyone knows what is meant by climate change.</p> <ul style="list-style-type: none"> <i>Climate change is a long-term shift in global or regional climate patterns.</i> <i>Global warming refers specifically to the rise in global temperatures that leads to climate change.</i>
7 - 12	3 min	<p>The next 5 slides will introduce some climate change myths. <i>These are NOT included in the short assembly presentation.</i></p> <p>Read out each statement.</p>



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		Students should raise their hand if they think the statement is the truth and keep their hands down if they think it is a myth.
13	4 min	Play the animation video. The animation addresses each statement that appeared in slides 7-12.
14	30 sec	There are 2 things students can focus on to help combat climate change. Read slide.
15	30 sec	Read slide. If time allows: Ask students why this could be a problem.
16	30 sec	Read slide. <i>Further Notes.</i> <i>A huge 91% of plastic is not recycled - much of this ends up on landfill sites - this can take up to 1,000 years to decompose!</i> Ask students what they could do to help solve this problem. (Examples on the next slide).
17	30 sec	Read out any examples not already covered. Not <i>just</i> about plastic! Other examples: Ditching plastic straws / Use beeswax wrap rather than cling wrap Use plastic free tea bags / Host a clothes swap
18	1 min	If time is limited, refer to slide and make the point about choosing sustainable products. Case study: Choosing sustainable products. <ol style="list-style-type: none">1. Ask students to show hands if they own a pair of airpods. What do they think the environmental impacts of these are?2. Introduce them to the following facts about how airpods are a disaster for the environment:<ol style="list-style-type: none">a. They can't be easily recycled, because there is no safe way to separate the lithium-ion battery from the plastic shell.b. They can't be repaired because they are glued together.3. Now compare them to the sustainable headphones on the slide (Liberate Air, produced by The House of Marley). Rhetorical question: Would students be willing to make the swap to the more sustainable option?
19	1 min	Read slide. If time allows: Ask students why this could be a problem. (Examples on the next slide).
20	30 sec	Examples given. <i>Further Notes.</i> <i>When food is disposed of in a landfill it rots and becomes a significant source of methane, a greenhouse gas.</i> Ask students what they could do to help solve this problem. (Examples on the next slide).
21	1 min	Read out any examples not already covered. Other examples: Buy and cook what you need / Grow your own <i>Further Notes.</i>



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		<p><i>Giki app: The Giki app explores the environmental impact of their UK supermarket products to help them make more informed choices when buying food -</i></p> <p>https://www.wwf.org.uk/updates/palm-your-hands</p>
22	3 min	<p>Read slide.</p> <p>If time allows:</p> <p>Ask students why this could be a problem. (Examples on the next slide).</p> <p>Energy waste: Ask students for examples of energy use in their daily lives: examples include charging phones, tablets and laptops; watching tv; playing video games; cooking; their journey to schools; taking a shower.</p>
23	2 min	<p>Examples given.</p> <p>Ask students what they could do to help solve this problem. (Examples on the next slide).</p>
24	3 min	<p>Read out any examples not already covered.</p> <p><i>Further Notes.</i></p> <ul style="list-style-type: none">● <i>Turn off appliances - This reduces electricity consumption.</i>● <i>Take shorter showers - cutting down the time you take in the shower will reduce the amount of energy needed to heat the water, as well as contributing to water conservation.</i>● <i>Public transport – reduces fuel consumption and amount of greenhouse gasses emitted from exhaust fumes.</i>
25	1 min	<p>Play WWF 'Fight for your world' video.</p>
26	3 min	<p>Finish by reading out this question and asking students to go away and think about what they can do in their own lives.</p> <p>If time allows: Ask students to share ideas.</p>