

**CLIMATE CHANGE AFFECTS EVERYONE...  
BUT NOT EQUALLY.**

**REDUCE  
YOUR  
CARBON  
FOOT  
PRINT**

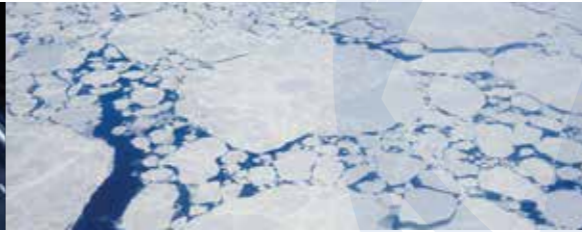


**TROCAIRE**



# Climate Change Lesson Plans

## Part 1



Lesson can be used as part of **KS3 Citizenship, KS3 English, KS3 Geography, KS3 PSHE** or as part of discussion during tutor group activities.

### Lesson Objective

To allow pupils to demonstrate their understanding of how climate change is affecting the developed world compared to the developing world and to demonstrate this through class discussion and debate.

### Learning Outcome

Pupils will show their understanding through engaging in teacher led class discussion and group work. They will use a range of cognitive skills to demonstrate how climate change is affecting the developed world compared to the developing world.

**10 mins** Ask pupils to get into groups of 2-4. Generate a teacher led class discussion on the pupils understanding of climate change. Is it different to weather? If so why? Allow as many pupils as possible to put forward their ideas. Write down pupils ideas on the whiteboard using a spider diagram.



**10 mins** Play the slideshow [http://www.pagesonline.ie/issue/Trocaire\\_CC\\_L2/#/1/](http://www.pagesonline.ie/issue/Trocaire_CC_L2/#/1/) to pupils. Use the case studies as discussion points.



**10 mins** Follow with a teacher led walking debate on how "the world's wealthiest countries have emitted more than their fair share of greenhouse gasses". Ask pupils to discuss this further in groups and write their own ideas down onto scrap paper.



**10 mins** Ask the class to stop writing and begin to draw ideas from pupils on how they think wealthier countries actions have impacted globally, especially in developing countries. Write these ideas onto a white board and ask pupils to make note of the ideas to be used later in the lesson.



**10 mins** As the final part to this lesson ask pupils to continue working in their groups, this time thinking of ways that climate change is affecting developed countries, especially where they live. Ask the pupils to elaborate on whether they think that climate change is affecting the whole world equally, or if some areas are worse off as a result.

Ask pupils to write their names on these pieces of scrap paper and collect them in, for use in the second part of the lesson.

### Home learning task

As part of their home learning task, pupils are asked to plan and draw two thumbnail sketch ideas for a collaborative piece of artwork which will be completed in the next lesson. Pupils will also be asked to collect scrap materials and newspaper cuttings to produce artwork to help raise climate change awareness around their school.

These should include: scrap plastic bags, paper materials, newspaper and magazine cuttings and any other relevant materials.

## Part 2

Lesson can be used as part of **KS3 Citizenship, KS3 Art and Design, KS3 Geography, KS3 PSHE** or as part of discussion during tutor group activities.

### Lesson Objective

Allowing pupils to demonstrate their understanding of how climate change is affecting the developed world compared to the developing world. To exhibit this through making a piece of artwork based on the topic of climate change.

### Learning Outcome

Pupils will show their understanding through using creativity skills, group work and peer assessment. They will use a range of media to demonstrate how climate change is affecting the developed world compared to the developing world.

**10 mins** Recap on the previous lesson with a quiz to draw prior knowledge from pupils, the previous lesson will have enabled the pupils with background knowledge of the subject matter of climate change. The quiz can be found at the following link [http://www.pagesonline.ie/issue/Trocaire\\_CC\\_L4/#/1/](http://www.pagesonline.ie/issue/Trocaire_CC_L4/#/1/)



**5 mins** Display the Trocaire climate change poster to the pupils and encourage a discussion on the various themes within. For example the inequality of how climate change affects the developed and developing world, how we each can make an impact on our own carbon footprint, whether there is much time to waste on taking action on the issue, some of the global impacts that climate change has on the weather.



**5 mins** The pupils will conduct a peer assessment in their groups of the thumbnail sketches produced for homework, using the two ticks and a wish method. The peer assessment will be used to determine which designs in each group will create the most effective visual impact to raise awareness for climate change.



**30 mins** Explain the task to the pupils. In original groups, pupils use a variety of media to create their own piece of artwork inspired by climate change. They are to work on an A2 or A3 piece of paper, depending on the size of the group. The pupils are to split their page in half, one half is to represent the developed world and the other half is to represent the developing world.

Pupils are encouraged to use a range of media including paint, coloured pencils, chalk, charcoal, collage and computer aided design (if available) to create their imagery. They will also be encouraged to use some areas of text if appropriate, including use of newspaper cuttings to illustrate their message. The groups should also be encouraged to be as individual as possible creating themes which contain their own personal slant.

The completed posters can be displayed alongside the Trocaire poster in school, near the Eco-Schools notice board. This can contribute towards raising awareness of climate change in school and will help to work towards the Global Perspectives topic in the Eco-Schools programme.

### Home learning task

At home, pupils interview their parents or guardians on whether there can be any changes made around the home to help reduce their carbon footprint. Pupils should be prepared to discuss these findings in debate with their peers.