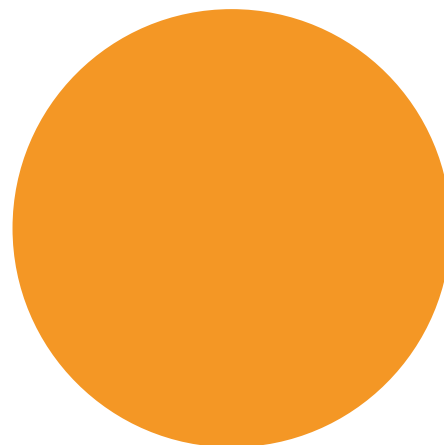
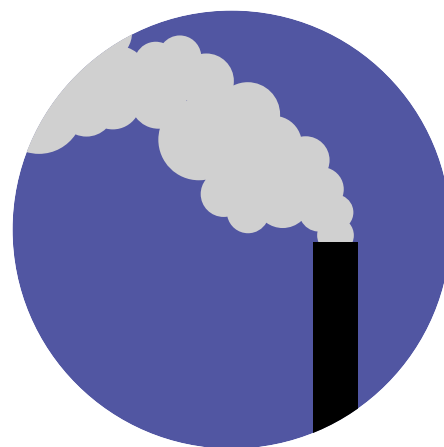




DO IT  
FOR YOUR  
PLANET

# ENVISAGING THE FUTURE



## KS2 LESSON 2 - TEACHER GUIDE

# ENVISAGING THE FUTURE

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### **Learning objective:**

Understand the UK's commitments to tackling climate change, and recognise what will happen if we don't meet our targets for reducing emissions.

### **Curriculum links:**

English and Geography

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### **Lesson plan:**

Students discuss the actions countries and international governments are taking to reduce the impacts of climate change. They then explore a range of different perspectives on climate change in a debate format.



## SLIDES 1-2



## WHAT'S THE PROBLEM?

Introduce the focus of the session by revealing and discussing each bullet point on the slide.

- **The problem is the way we live**  
How does the way we live impact the climate and our environment? Encourage pupils to think about how they get to school, how much they recycle, or where our food comes from.
- **The problem is we use more than we need**  
Encourage pupils to think about food waste, wasted energy, or replacing electronic items/buying a new car more regularly than needed.
- **The problem is we only have ONE planet and we are using up its resources and polluting it faster than it can cope with**  
Encourage pupils to think about chopping down trees, overfishing, where our energy comes from or polluting rivers and oceans.

## SLIDES 3-5



## INTERNATIONAL CLIMATE AGREEMENT

Show the clip on the slide, which is a 2 minute animation introducing the agreement signed in Paris in December 2015, by 195 countries, including the UK:

<https://www.youtube.com/watch?v=I-4F5MJEqS>

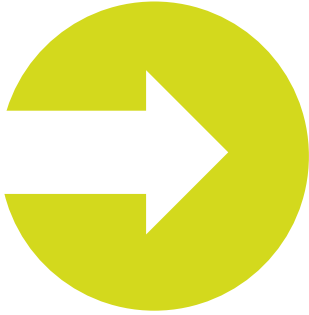
Another useful clip on the Paris Agreement can be watched here:

<https://www.youtube.com/watch?v=mgzT2uP-CeM>

More information can be found in the **Resource Overview** document.

## SLIDES 6-7

## A COMMON GOAL



Use the slide to discuss how people form opinion and beliefs. The class will be participating in The Big Debate – exploring different peoples’ perspectives on climate change to respond to some key questions. Each team will receive a perspective card featuring key information about one of the points of view below. You could research examples of each of the perspectives using the suggestions below. A brief biography is given for each of the perspectives.



- **International climate leader**

(e.g. chair of climate change talks and conferences)

I chair a group of world politicians and government officials in developing a global strategy to tackle climate change. I need to make sure all countries are putting the same priority on reducing emissions and taking steps to be greener.



- **Head of a renewable energy company** (e.g. Good Energy or Ecotricity)

I set up a company that provides energy for homes and business using only renewable sources, like wind, solar and wave power. I believe this is how we will create a sustainable future, away from fossil fuels.



- **Person affected by extreme weather**

I live in a small village on the coast of Bangladesh. Two cyclones in two years have hit my village, with severe flooding destroying buildings and crops, and poisoning the drinking water. In the past, we have had flooding and heavy rain, but climate change has made this much more frequent and severe.



- **Head of an oil and gas company**

I am in charge of an international company that finds and extracts oil and gas wherever it may be in the world to be able to provide reliable energy for millions of people to run their cars, heat their homes, and meet their energy needs.



- **UK Prime Minister**

I am the head of the government, and am ultimately responsible for all the decisions and policies of the government. That includes responsibility for the UK’s commitments to tackle climate change. At the same time, I must also make sure that business and the UK economy is successful. We need to be advancing technology, with policies in place to help individuals and businesses change the way they consume energy to reduce CO2 emissions, whilst also saving money.



- **Head of a large international company**

(e.g. a supermarket or fashion company)

I own and run a chain of supermarkets with shops across the world. I need to make sure my customers are put first, giving them plenty of choice and keeping these affordable. Producing and transporting food in certain ways can damage the environment, so our company looks at ways that we can become greener, whilst keeping our customers happy.



- **Green school ambassador** (e.g. pupil of the year)

Being a green school ambassador means that I am part of a team of pupils that work to make our school 'greener'. We are responsible for setting up environmental projects in school, encouraging behaviours that reduce our carbon footprint, and communicating the message about tackling climate change to pupils, staff and parents.



- **Climate scientist** (e.g. James Hansen at NASA)

I study changes to the weather and climate and analyse data to explain how CO<sub>2</sub> emissions are impacting our environment. I work in a lab but also travel around the world to see what is happening first hand, and speak to people who are affected. I use my evidence to make predictions which can help us understand how to reduce our impact in the future.

## SLIDE 8

## THE BIG DEBATE



The purpose of the debate is to open discussion around climate change, and help pupils understand that there are lots of different opinions and information to consider. It is not a formal question and answer session or structured session with right or wrong outcomes. The activity should inspire pupils and give them an opportunity to see the situation from different angles whilst sharing ideas and opinions.

### Step by step guide to a classroom debate:

1. Split the class into eight groups and give one perspective card to each.
2. Before you refer to the questions on the slide, give each group a few minutes to familiarise themselves with their person and what their perspective is, using the information on the card and researching online if you have time.
3. Set clear debate ground rules, for example: anyone can contribute and everyone should have the chance to do so, sit in a circle to allow face to face discussion, all relevant suggestions, ideas and opinions should be listened to and respected.
4. Be prepared to mediate to ensure active participation and encourage pupils to answer one another directly.
5. Start by asking pupils to introduce their character to the rest of the class using the information on their card to help them.

6. Choose a warm up question to help them get into role e.g. What do you think about climate change?
7. Work through the questions, making sure groups stay in role and present the perspective they have been given. As ideas and opinions are put forward, address opposing views and concerns to build on the ideas of others and move the discussion forward.
8. Encourage groups to use appropriate topic vocabulary and explain and record unfamiliar terms.
9. Allow paired/group chat between questions to help pupils formulate ideas and responses.
10. Make shared notes on key ideas and thinking for future reference or to inform follow up.

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**The debate questions are displayed on the slide:**

1. Should we spend money on new technologies to replace fossil fuels with renewable energy sources?
2. How can we transport people locally and globally in an environmentally friendly way?
3. What will climate change do to our food supplies? How do we deal with this?
4. How will tackling climate change affect jobs, how much money we have and how we live?
5. How can we support people, animals and nature that are affected by climate change?

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## SLIDE 9

## YOUR CHOICE

End the debate once all of the perspectives have had a chance to be considered, and the questions addressed. Bring the class back together to look at whether what they have learnt has influenced how they might make decisions around climate change.

Show the buttons on the slide. Allow some thinking and discussion time before asking pupils to express their own opinion by voting to 'take action now' or 'wait and see'.

Click either button to reveal the corresponding consequence in images.

**Take action now!**

I pledge to reduce my carbon footprint and to help others to do the same.

**Wait and see**

I'm not ready to make the change right now. It's not really down to me anyway.

To display both sets of consequences, you could approach the question using one of the perspectives from the debate who they expect may have an opposing view.

## SLIDE 10



© HARTMUT JUNGIUS / WWF

# WHAT MIGHT LIFE BE LIKE IF WE MEET OUR TARGET?

This slide contains images of what life in the future might look like if we meet our greenhouse gas emission reduction targets by tackling climate change effectively.

## SLIDE 11



© GLOBAL WARMING IMAGES / WWF

# WHAT MIGHT LIFE BE LIKE IF WE DON'T MEET OUR TARGET?

This slide contains images of what life in the future might look like if we fail to meet our greenhouse gas emission reduction targets and climate change continues to impact our world.

## SLIDES 12-13

# IT'S TIME TO ACT

The statements on the slide should empower pupils to take action. Finish the session by asking what small changes they can make to their own lifestyles to help reduce their impact e.g. walking to school, recycling more and reducing waste. Allow pupils time to reflect upon and share what they have learned about and what we need to do to tackle climate change. Keep this discussion brief as it will be returned to in more detail in Lesson 3.

As a plenary, show the clip on this slide, narrated by Morgan Freeman, which presents a hopeful look at why we need to tackle climate change.

<https://www.youtube.com/watch?v=8YQIaOldDU8>

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# BACKGROUND AND FURTHER INFORMATION

- Climate change and its impacts  
<http://www.wwf.org.uk/climatechange>
- Effects on wildlife, people, places  
[http://www.wwf.org.uk/what\\_we\\_do/tackling\\_climate\\_change/#why-wwf](http://www.wwf.org.uk/what_we_do/tackling_climate_change/#why-wwf)
- Interactive map of climate change impacts  
<http://www.climatehotmap.org/>
- An animated recap on achievements so far  
[https://www.youtube.com/watch?v=kA2tA1h\\_BOs](https://www.youtube.com/watch?v=kA2tA1h_BOs)

