

LESSON 3

TOPIC: CLIMATE CHANGE
SUB TOPIC: STORIES OF CLIMATE CHANGE
LESSON 3: CLIMATE CHANGE – A WORLDWIDE VIEW

SUBJECT: GEOGRAPHY S.E.S.E AND S.P.H.E
CLASS LEVEL: 3RD / 4TH CLASS (8-10 YEAR OLDS)

LEARNING OBJECTIVES:

To understand that climate change is a global issue.

Strand: Human Environments
Strand unit: People and communities
Strand: Myself and the wider world
Strand unit: Local and wider communities

LESSON OBJECTIVES:

- To locate different countries around the world where climate change is happening.
- To develop a deeper understanding about the impacts of climate change from a young person's perspective.
- To develop empathy towards those that may be more adversely affected by climate change.

LESSON PLAN



INTRODUCTION:

- Display the slide with the world map of the six countries on the IWB (Myanmar, Philippines, Zambia, Togo, Haiti and Ireland). Ask students if they know anything about or anyone from these countries.
- In pairs, ask students to match the flags to the countries using the Flags Matching Exercise Resource sheet.
- **Answers:**
1. Myanmar, 2. Philippines, 3. Zambia, 4. Ireland, 5. Haiti, 6. Togo



DEVELOPMENT:

Group Activity!

- Divide the class into six groups and give each group one 'Stories of climate change' resource sheet.
- Ask the students to read the young people's testimonies about the effects of climate change.
- Ask each group to feedback orally to the rest of the class: Who is the person in the story? Where are they from? What are the problems in their community?



CONCLUSION:

- State that climate change is happening all over the world. What kind of change do you think is happening in these countries? Are any countries more at risk than others? Why might this be?
- Discuss that environmental changes can be linked to climate change (YouTube video lesson 1). Climate change happens because we all use too much CO₂ and other greenhouse gases.

Reflection Time!

- Ask students to review their K-W-L chart from Lesson 1. Have any of their questions been answered? Is there anything else they would like to add to the K-W-L chart under any of the headings? Ask students to write their additional answers to the statements below on post-its and stick to the chart. This can be used as a reference throughout the module.
- Three things I have learned about climate change:
- Two questions I have about climate change:
- One opinion I have about climate change:

LINKAGE AND INTEGRATION FOR THIS LESSON:

ENGLISH

Strand: Receptiveness to language

Strand: Competence and confidence in using language

Strand: Developing cognitive abilities through language

Strand: Emotional and imaginative development through language

DIFFERENTIATION:

- For the Flag Matching Exercise, allocate each country a corner of the room and ask students to move to the corner that they think the flags match.
- The testimonies from Haiti and Ireland would be more appropriate for differentiated readers.
- For the stories of climate change activity, this activity could also be changed to be a written activity.
- Provide a dictionary for each group so they can look up words they may not understand.
- Use mixed ability groups for both activities.

ASSESSMENT:

- The teacher can assess the children's abilities to discuss and raise questions when reading the stories of climate change.
- During reflection time the teacher can assess the children's learning by reviewing any questions they can answer themselves and their eagerness to learn more and raise additional questions.

RESOURCES:

- IWB
- USB Presentation
- Flag Matching Exercise Resource Sheet
- Stories of Climate Change Resource Sheets

RESOURCE: FLAG MATCHING EXERCISE

CLIMATE CHANGE 3RD/4TH CLASS – LESSON 3

MATCH EACH FLAG WITH A COUNTRY FROM THE FOLLOWING LIST:

PHILIPPINES, HAITI, MYANMAR, IRELAND, TOGO, ZAMBIA

CLIMATE CHANGE



1.



2.



3.



4.



5.



6.

RESOURCE: STORIES OF CLIMATE CHANGE

CLIMATE CHANGE 3RD/4TH CLASS – LESSON 3

A GIRL FROM MYANMAR

NAME: YANON PHYO

AGE: 13

Tell us a little bit about where you live?

I live in the west coast of Myanmar in a town called Thandwe in the Rakhine State. Our town is close to the sea and has a port. It is one of the least developed towns in the state and has the highest population. Our state has witnessed many floods, tropical storms and cyclones.



How has your community been affected by the changes in climate?

During the monsoon season – heavy rains can last for two to three months at a time – water levels in Thandwe District can reach up to three feet, causing schools to close for weeks at a time. When I was five, a cyclone came to my village. I remember my school closing for a long time. My school was damaged as was my house and the rice paddies. The roof flew off our house and the walls collapsed – we had to stay in a monastery for four weeks.

Are there any other effects of changes in the climate?

If rains come when we are not expecting them our crops can be destroyed and this means my family will have no money or food.

Can you tell us what you do if a cyclone was coming?

Me and my school friends have been trained on how to use the radio for weather and cyclone information. By listening to the radio, we can get our information on time, reducing any danger we may face. I listen to the radio around 6am, then after school at 6:30pm. We also helped design his school's evacuation map – noting the risks and vulnerabilities of his school. They've all agreed that if a cyclone hits, the monastery is the safest place for them to go. By listening to the radio, I can warn my teachers and headmaster of when floods will come. If my village is expecting heavy rains, I tell my teachers, and together, the school will move to the monastery. The reason of this is to avoid having to miss schooling because of the weather.

WORLD RADIO DAY – FEBRUARY 13, FEATURE:

Myanmar's young radio messengers
Jessica Lomelin

RESOURCE: STORIES OF CLIMATE CHANGE

CLIMATE CHANGE 3RD/4TH CLASS – LESSON 3

A GIRL FROM PHILIPPINES

NAME: MARINEL

AGE: 17

Tell us a little bit about where you live?

I live in a small community in Eastern Samar with my parents. The community is on the coast, surrounded by the Pacific Ocean. Many people in the community make their living through fishing. It is a tight-knit community, where everyone knows each other and does things like sharing food.



How has your community been affected by the changes in climate?

In November 2013, I experienced the effects of climate change during the super typhoon, Yolanda (Haiyan). Typhoon Yolanda struck my community and my home. The sea water rose to four metres high and the entire port was under water, roads were destroyed, and electricity cables were damaged, and my house was destroyed too. I lost all my poems, stories and ideas that I had written and collected. It made me feel sad and helpless. We now have a new home, but it isn't like before.

Are there any other effects of changes in the climate?

Marinel says some “grown-ups are selfish” and only think about the short-term and not the future. For example, some adults participate in dynamite fishing, which can destroy coral and the ocean's ecosystem, damaging the fish population for future generations.

Can you tell us what you are trying to do to slow down the effects of climate change?

I am now taking action on climate change in my community. I teach at youth camps to pass on everything I have learned to the younger children. I have also organised mangrove plantings, a community clean-up, recycling and waste separation activities, and written a song with other children and young people to teach other communities about climate change. It feels AWESOME to act on climate change! It feels good to be young and doing something for the environment.

YOUNG PEOPLE FIGHTING CLIMATE CHANGE

Isabel Dunstan, ANO Content & Communications Officer

RESOURCE: STORIES OF CLIMATE CHANGE

CLIMATE CHANGE 3RD/4TH CLASS – LESSON 3

A GIRL FROM ZAMBIA

NAME: LINESS

AGE: 17

Tell us a little bit about where you live?

I live in Chibombo district, Central Province, Zambia. My town is close to the Luangwa river and the soil is good for farming.

How has your community been affected by the changes in climate?

The effects of long dry spells in Zambia with the late onset of the rainy season have left people without access to food or clean and safe drinking water. Entire communities have seen their crops fail and their cattle die, leaving them with no food.

The drought, which has lasted four years now, is causing farmers to slide even deeper into poverty. There are warnings that a lack of rain in the next growing season could even lead to famine. It is children, particularly girls, who are most vulnerable to the effects of our changing climate.

Are there any other effects of changes in the climate?

At the local school, there has been an increase in boys and girls not attending school. Some children only attend class once or twice a week while others have stopped coming altogether. My teacher Mr. Mpondani said this is because people are going hungry. "Children, especially girls are not attending school to help their family search for food and water."

The water well in my community has also dried up so me and my sister and brother have to walk for three hours each day carrying heavy containers of water on our heads, so the rest of my family have water to drink and cook with.

How has climate change affected you, Liness?

I passed all my exams in school with good marks, but I could not enrol into grade eight because my mother could not afford to pay my school fees due to the failed crop. Me and my younger sister Oxilda, 12, now spend our time working with my mother. We leave early in the morning to go into the bush to cut grass which we sell at K5.00 (34 cents).



THE CONSEQUENCES OF DROUGHT FOR ZAMBIA'S GIRLS

RESOURCE: STORIES OF CLIMATE CHANGE

CLIMATE CHANGE 3RD/4TH CLASS – LESSON 3

A BOY FROM TOGO

NAME: YAОВI

AGE: 11

Tell us a little bit about where you live?

Togo is one of the smallest countries in Africa. Our main language is French. Our weather is mostly dry and hot with temperatures ranging from 23-30 degrees Celsius.

How has your community been affected by the changes in climate?

“It is important to plant trees to protect the school against violent winds,” says Yaovi, 11, from Togo. “Two years ago, the roof of our school was torn apart by the wind. Our classes took place in a makeshift classroom, formed of wooden posts and a roof made of palm tree leaves. This went on for several months until the roof was fixed. As there were not enough classrooms, we were seated six per desk instead of two. It was very uncomfortable, and it was hard to learn. When it rained, we did not have school because there was water in the palm tree leaves.”



Are there any other effects of changes in the climate?

Deforestation (cutting down trees) causes great damage to the environment and life is not good when there are not enough trees. The big problem is the destruction of trees for charcoal making.

Can you tell us about anything that has been done to try to slow down climate change?

It is our role to plant trees because the world needs it. I am very proud to plant trees and take care of them so that they will grow. Since we have been trained at school, I have planted a mango tree at home. I have also told my parents about the importance of growing trees. We have a beautiful school that has just been built, but we have no shade and it gets very hot when the sun rises. Through the trees we plant, our school is prettier and better protected with trees that will also give us shade. These are also the trees that bring rain, so the crops will be good in the village.

CHILDREN IN TOGO TACKLING CLIMATE CHANGE

Fabienne Atakpa, Communication Advisor

RESOURCE: STORIES OF CLIMATE CHANGE

CLIMATE CHANGE 3RD/4TH CLASS – LESSON 3

A GIRL FROM HAITI

NAME: SANDELYNE

AGE: 12

Tell us a little bit about where you live?

I live in Port-au-Prince, Haiti. The sea is not very far away and there is a river that passes by my house. There are not many trees because people cut them down to use as fuel wood. Most people here work in agriculture or fishing.



How has your community been affected by the changes in climate?

This year there have been 4 cyclones in the space of 1 month. It is the first time in my life that I have seen this. It was very frightening. The river was over the bridge and flooded much of the city. After the hurricane hit we had no water in the taps for weeks. We had to buy drinking water because all the water sources were dirty. This year I noticed that the mango season was shorter, and there were fewer mangoes.

Are there any other effects of changes in the climate?

The cyclones caused a lot of damage in my area. People have died trying to cross the river. Many people have lost their gardens and animals. Many houses were flooded and there are also houses that have been destroyed.

And what about you, how does climate change affect you?

I do not know exactly why we have so many problems, but I think people who live in the hills and cut trees all the time are partly responsible. There are not enough trees to retain soil and water. So when it rains, the earth and the river meet. If we continue to cut trees without planting others to replace them, I fear that my area will become a desert. Then the land cannot produce food, there won't be enough food for everyone and perhaps no water source. I fear for my future and that of other children.

Can you tell us about anything that has been done to try to slow down climate change?

I would like to plant more trees in the hills and educate communities to stop cutting them down.

JEAN BAPTISTE MACKENDY, PLAN INTERNATIONAL HAITI COMMUNICATION OFFICER:

Sandelyne, 12, is no longer late for school thanks to the new clean drinking water supply system

RESOURCE: STORIES OF CLIMATE CHANGE

CLIMATE CHANGE 3RD/4TH CLASS – LESSON 3

A BOY FROM IRELAND

NAME: HARO GINZALES

AGE: 10

Tell us a little bit about where you live?

I live in Clonmel, which is a really cool town. There are loads of things to do. I love painting and drama. And I'm really keen on swimming. I have a little sister called Narata. We live beside the River Suir and when the weathers nice, Narata and I might go for a walk with our Mam and look at the ducks and the swans. Those birds, they always look like they're in no particular hurry but then they fly off somewhere or they go to their nest or they start quacking or honking at each other.



Has your community been affected by the changes in climate?

The river floods an awful lot. If we get storms, the river starts to grow. It actually gets bigger and bigger and the ducks and swans seem to know something funny is happening and they disappear. And then the water starts sloshing over the edges.

Are there any other effects of changes in the climate?

A load of times now, the river sloshed out onto the road and cars got stuck in the water – actually stuck in the water. People had to get out and leave their cars and much later somebody would come and collect them.

And what about you, how does climate change affect you?

The worst was last year. The water reached our house. It came in under the door and went everywhere. If you stood in our hall the water came up almost to your knee. We had to leave really quickly and Mam said we could only bring one toy with us. I took my painting book and Narata took her teddy. But when we got back and the water was gone, the house was so smelly. It was smelly for ages.

Can you tell us about anything that has been done to try to slow down climate change?

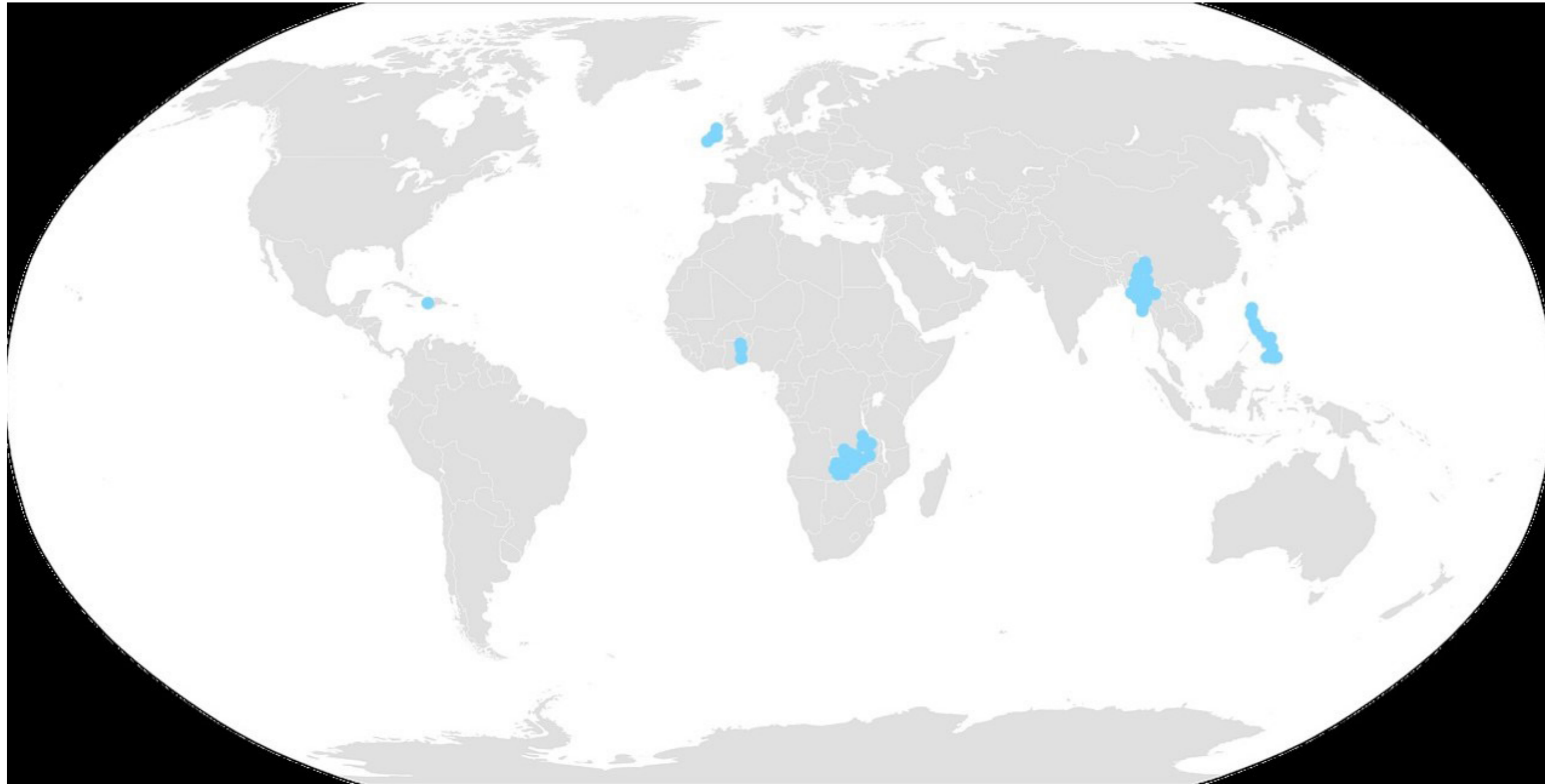
The local council is doing a big job to stop this happening again. They're digging holes all over the place but I heard a grown up say that there's no money left so they might have to stop all the digging.

CLIMATE CHANGE: STORIES OF CLIMATE CHANGE

LESSON 3

Climate Change – A worldwide view

Where in the World ?





STORIES OF CLIMATE CHANGE



**REFLECTION
TIME...**

CLIMATE CHANGE