

# LESSON 5

**TOPIC: CLIMATE CHANGE**  
**SUB TOPIC: MAKING CHANGE**  
**LESSON 5: TAKING ACTION ON CLIMATE CHANGE**

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

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## **LEARNING OBJECTIVES:**

To express in a positive way what students have learned in previous lessons.

**Strand:** Environmental Awareness and Care

**Strand unit:** Caring for my locality

**Strand:** Myself

**Strand unit:** Making decisions

**Strand:** Myself and the wider world

**Strand unit:** Developing citizenship

## **LESSON OBJECTIVES:**

- To recap on learning to date.
- To understand that children can act on climate change.
- To understand that all actions can start from today.

# LESSON PLAN



## INTRODUCTION:

### Walking Debate!

- Inform students that they are going to do a walking debate. Put two signs on either side of the classroom – Agree and Disagree.
- Explain that you are going to read several statements and they need to move towards the sign they approve of. Explain also if they are unsure, they can remain in the middle of the room.
- Read out each of the statements below giving students time to move to either side of the room:
  1. Climate change is affecting people right now.
  2. Everyone is equally responsible for the climate crisis.
  3. Everyone will be impacted by climate change in the same way.
  4. Only people in other countries will be affected by the climate crisis.
  5. Everyone can take action against climate change.
  6. We should do more at school to learn about and take action on climate change.

travelling to school (shower, microwave for porridge, travelled by bus or car). Write their answers on the IWB.

- Inform students that they are going to design a poster. The poster needs to show people why we need to save energy and the small actions people can take to reduce their impact on the environment. The poster must include a positive slogan and link to what children in Ireland can do to make a difference.

### Suggestions are:

- Poster and a slogan to show the global nature of climate change **OR** Poster and slogan to show the need for local action in reducing energy consumption in your life.
- The posters can be finished over time and displayed in the classroom or a prominent area in the school. Ask students to explain what is in their poster. The posters should demonstrate that **CHILDREN CAN AND WILL MAKE A DIFFERENCE!**



## DEVELOPMENT:

- Ask students to close their eyes and nominate one child to go around the classroom finding ways to waste energy (turn on light, open windows etc). Ask all students to open their eyes and nominate one student to rectify the situation. Repeat again to investigate more ways to waste energy.
- Remind the class that they have learned in previous lessons that we produce CO<sub>2</sub> by using energy and CO<sub>2</sub> is a greenhouse gas which is one of the causes of climate change. Brainstorm! Can students list all the different types of energy they used this morning for getting ready for school and



## CONCLUSION:

- Ask all students to write down three actions that they will do from today onwards to make the world a better place and slow down climate change. After everyone is finished, write up all answers on the IWB and encourage students to reach 20 different tasks.

### Reflection Time!

- Ask students did they enjoy the module? What was their favourite part? What did they not like?
- Review the K-W-L sheet from the first lesson and discuss with the class any unanswered questions and any additional learning they would like to continue.

# LINKAGE AND INTEGRATION FOR THIS LESSON:

## VISUAL ARTS

**Strand:** Drawing

## **DIFFERENTIATION:**

- Posters could be designed as a group activity or in pairs.
- Give students plenty of time to complete each activity.

## **ASSESSMENT:**

- The teacher can assess the children's learning throughout the module by interoperating their feedback in the walking debate.
- The teacher can assess the children's understanding of the link between energy, CO<sub>2</sub> and greenhouse gases through their interoperations in designing a poster.
- During reflection time the teacher can assess the children's learning on their ability to answer questions they raised in earlier lessons.

## **RESOURCES:**

- IWB
- USB Presentation
- Agree/ Disagree signs
- Paper
- Colouring pens/ pencils

# CONCLUSION

We at Plan International Ireland hope that you and your school have enjoyed learning about Gender, Inequality, Migration and Refugees and Climate Change with us.

**At the end of each module we would ask that each teacher or facilitator asks the children:**

1. What did you learn about the subject?
2. Did you learn a new skill, like a new word or a new game?
3. Did you change your mind about anything, for example did you think one thing at the start and another thing at the end of the module?
4. Did you or will you take action on the issue, like make a poster, write a letter, talk with your family or hold an assembly?

We would greatly appreciate teachers to record these answers and to share them with Plan International Ireland. We would also love to hear from teachers themselves! Did you learn anything? Do you think that the modules are worthwhile? Would you change anything? Can you let us know if you observed any changes in knowledge, skills, attitudes, values and actions taken by your pupils?

Development Education is constantly evolving and we want to be learner focused and responsive to children's and teacher's needs. Please help us do that by sharing your feedback and the feedback from your class with Plan International Ireland: **info@plan.ie**

# RESOURCES, REFERENCES AND CREDITS

## VIDEOS

Kid President by Soulpancake: <https://vimeo.com/74669997>

Inspiring the Future by MullenLowe London: <https://vimeo.com/164242863>

#WhatIReallyReallyWant by Global Goals: <https://vimeo.com/173679237>

We've All Got Rights by UNICEF: <https://vimeo.com/90849807>

All Girls Deserve an Education by Malala.org <https://vimeo.com/153603999>

Home by 59 Productions for Global Goals: <https://vimeo.com/141188420>

Why Water by Buck: <https://vimeo.com/140679713>

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Waleed by Irish Times Video: <https://vimeo.com/100795118>

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DP Natasha friends sleepover by Irish Times Video: <https://vimeo.com/101393475>

DP Minahil cramped study by Irish Times Video: <https://vimeo.com/101393642>

Palesa by Irish Times Video: <https://vimeo.com/100795796>

Climate Change (according to a kid): <https://www.youtube.com/watch?v=Sv7OHfPIrFU>

The Story of Energy: <https://www.youtube.com/watch?v=uPCiHhMvgo4>

## PHOTOS

### Handbook:

**Front Cover:** Children raise their hands in class at Xuxululo primary school. Plan International ©

**Inside Front Cover:** <https://www.pexels.com/photo/portrait-of-a-smiling-young-boy-with-a-ball-6413/>

**Page 4:** <https://www.pexels.com/photo/laughing-boy-sitting-on-table-during-daytime-160191/>

**Page 7:** <https://www.pexels.com/photo/girl-wearing-pink-and-green-floral-print-dress-walking-beside-trees-204218/>

**Page 8:** Portrait of girl from Marrumuana primary school in Inhambane. Plan International ©

### Page 17:

**"Julie"** <https://www.pexels.com/photo/blond-haired-girl-wearing-pink-knitted-cap-48789/>

**"Joe"** Smiling boy at school in Huong Hoa district. Plan International / Erik Thallaug ©

**"Andres"** Smiling boy at the daycare centre in Delhi. Plan International ©

**"Chen"** Girl learning at Plan-supported school in Huong Hoa district. Plan International / Erik Thallaug ©

**"Michael"** Boy from Nakikonge primary school showing off his drawing for Finnish schoolchildren. Plan International ©

**"Carmen"** <https://www.pexels.com/photo/girl-holding-white-rabbit-during-daytime-160933/>

**Page 29:** Girl makes heart sign at school in Huong Hoa district. Plan International / Erik Thallaug ©

**Page 30:** Kamal, 7, on his way to school wearing his ankle brace. Plan International / Rajesh Rai ©

**Page 43:** <https://pixabay.com/en/waste-trashcan-waste-management-384790/>

**Page 52:** Portrait of Malala Yousafzai. A World at School 2013 ©

**Page 57:** <https://www.pexels.com/photo/person-young-kid-happy-112642/>

**Page 58:** Norma, 8, plays with pink balloon at her home in the Andes mountain. Plan International / Signe Vilstrups ©

**Page 60:** Father carries his daughter on his shoulders as they cross the border on foot from Sid in Serbia to Croatia. Plan International / Jodi Hilton ©

**Page 66:** Central Pha Oudon road in Pha Oudon, Huey Xay. Plan International ©

**Page 73:** Refugee family crossing the border on foot from Sid in Serbia to Croatia. Plan International / Jodi Hilton ©

**Page 80:** Nancy, 12, at her home in Honduras. Plan International ©

**Page 81:** Girls at tree planting event in Tboung Khmum Province. Plan International/ Tiep Seiha

**Page 86:** Match – up resource, Pictures from Y- adapt <https://www.climatecentre.org/resources-games/y-adapt>

**Page 92:** Renewable Energy Source Sheet, Images from Pixabay Image <https://pixabay.com>

**Page 97:** School girls listen to radio to get information during disaster stimulation exercise. Plan International/ Jane Dempster

**Page 98:** Marinel, 17, from the Philippines is a climate action advocate. Plan International/ Plan staff

**Page 99:** Oxillia, 12, has to take care of her baby sister while her mother works. Plan International/ Plan Staff

**Page 100:** Yaovi, 11, waters tree sapling on school grounds. Plan International/ Fabienne Atakpa

**Page 101:** Sandelyne, 12, is no longer late for school thanks to a clean drinking water system. Plan International/ Jean Baptiste Mackendy

### Interactive PDF:

**Page 1:** Children raise their hands in class at Xuxululo primary school. Plan International ©

**Page 5:** Girl learning at Plan-supported school in Huong Hoa district. Plan International / Erik Thallaug ©

**Page 7:** 'Laura' <https://www.pexels.com/photo/girl-in-red-short-sleeve-dress-and-flower-headband-holding-pen-and-writing-on-paper-on-table-159782/>

**Page 8:** Boy learning at Plan-supported school in La Paz. Plan International ©

**Page 9:** Girl writing on blackboard at Plan-supported primary school in Dinajpur, Bangladesh. Plan International ©

**Page 10:** Laughing boy playing outside child-friendly classroom supported by Plan in Bondo. Plan International ©

**Page 11:** Girls playing baseball to boost their self-esteem. Plan International ©

**Page 17:** CDP: Smiling children post in their classroom. Plan International Laos ©

**Page 18:** A school boy in Liberia. Plan International ©

**Page 19:** As per Page 17 of Handbook

**Page 23:** Hairdresser - <https://commons.wikimedia.org/wiki/File:Haircoloring.jpg>

**Page 23:** Firefighter - <http://www.publicdomainpictures.net/view-image.php?image=98098&picture=fireman>

**Page 39:** Chocolate - <https://www.pexels.com/photo/chocolate-pieces-on-aluminum-foil-6345/>

**Page 39:** Fruit - <https://www.pexels.com/photo/red-strawberry-blue-berry-on-white-plate-near-brown-woven-basket-53130/>

**Page 40:** <https://www.pexels.com/photo/person-kicking-soccer-ball-on-gray-sand-168872/>

**Page 40:** Tennis - [https://commons.wikimedia.org/wiki/File:Tennis\\_Racket\\_and\\_Balls.jpg](https://commons.wikimedia.org/wiki/File:Tennis_Racket_and_Balls.jpg)

**Page 41:** Smart phone - <https://www.pexels.com/photo/silver-iphone-6-beside-a-space-gray-iphone-6-163096/>

**Page 41:** Laptop - <https://www.pexels.com/photo/macbook-pro-turned-off-205421/>

**Page 42:** Kitten - <https://www.pexels.com/photo/animal-pet-cute-kitten-45201/>

**Page 42:** Puppy - <https://www.pexels.com/photo/animal-dog-puppy-pug-59523/>

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**Page 58:** Mud brick house in Jalapa community, Guatemala. Plan International © - via Plan International internal Media Bank.

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**Page 62:** <http://www.geograph.org.uk/photo/2757193>

**Page 65:** <https://pixabay.com/en/waldomore-mansion-house-home-1310859/>

**Page 88:** Girl sits by roadside in Dominican Republic. Plan International ©

**Page 98:** <http://www.un.org/sustainabledevelopment/news/communications-material/>

**Page 111:**

**Builder:** <http://clipart-library.com/clipart/c151747.htm>

**Chinese dragons:** <https://clipartfest.com/categories/view/bd4161617fd5497dc65256c52f9b025960c5bfff2/chinese-dancing-dragon-clipart.html>

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**Pizza:** <http://www.clipartlord.com/category/food-clip-art/pizza-clip-art/>

**Sushi:** [http://gallery.yopriceville.com/Free-Clipart-Pictures/Fast-Food-PNG-Clipart/Sushi\\_PNG\\_Clipart\\_Im-age](http://gallery.yopriceville.com/Free-Clipart-Pictures/Fast-Food-PNG-Clipart/Sushi_PNG_Clipart_Im-age)

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**Page 124:** [https://commons.wikimedia.org/wiki/File:Rita\\_Ora\\_2012.jpg](https://commons.wikimedia.org/wiki/File:Rita_Ora_2012.jpg)

**Page 125:** [https://commons.wikimedia.org/wiki/File:Albert\\_Einstein\\_Head.jpg](https://commons.wikimedia.org/wiki/File:Albert_Einstein_Head.jpg)

**Page 126:** [https://commons.wikimedia.org/wiki/File:Saïdo\\_Berahino\\_\(cropped\).jpg](https://commons.wikimedia.org/wiki/File:Saïdo_Berahino_(cropped).jpg)

**Page 127:** [https://commons.wikimedia.org/wiki/File:Rio\\_2016\\_Refugees\\_1033409-29072016\\_-\\_dsc1009.jpg](https://commons.wikimedia.org/wiki/File:Rio_2016_Refugees_1033409-29072016_-_dsc1009.jpg)

**Page 133:** [http://static2.busibessinsider.com/image/55f2f958bd86ef1c008b9ab9-1200-1681/bi\\_graphics\\_europe's%20refugee%20crisis%20\(1\).png](http://static2.busibessinsider.com/image/55f2f958bd86ef1c008b9ab9-1200-1681/bi_graphics_europe's%20refugee%20crisis%20(1).png)

**Page 134:** [https://commons.wikimedia.org/wiki/File:LE\\_Eithne\\_Operation\\_Triton.jpg](https://commons.wikimedia.org/wiki/File:LE_Eithne_Operation_Triton.jpg)

**Page 136:** Boy looking through tent window in Mahama Refugee Camp. Plan International © - via Plan International internal Media Bank

**Page 137:** <http://www.clipartpanda.com/categories/refugees-clip-art>

**Page 139:** Welcome Banner <https://www.vecteezy.com/vector-art/124340-welcome-home-party-decoration>

**Page 153:** Girl takes part in climate strike in central London. Plan International/ Keira Dempsey

**Page 156:** Flooding: <https://pixabay.com/photos/rain-heavy-flood-extreme-weather-2085065/>

**Page 157:** Rising temperatures: <https://pixabay.com/images/search/climate%20change/?pagi=3/> Gerd Altman

**Page 158:** Forest Fires: <https://pixabay.com/illustrations/forest-fire-forest-climate-change-3836834/> Gerd Altman

**Page 159:** Drought: <https://pixabay.com/photos/climate-change-climate-drought-1325882/>

**Page 167:** World Map: <https://pixabay.com/images/search/world%20map/>

## FACTS FOR TEACHER'S INTRODUCTION:

UNICEF - [https://www.unicef.org/education/bege\\_70640.html](https://www.unicef.org/education/bege_70640.html)

UNESCO's Institute for Statistics - <http://uis.unesco.org/>

World Bank - policy research working paper: Returns to Investment in Education: A further update - <http://elibrary.worldbank.org/page/wb-working-papers>

UNICEF Ending Child Marriage, Progress and prospects - <http://data.unicef.org/resources/ending-child-marriage-progress-and-prospects/>

Oxfam - <https://www.oxfam.org/en/pressroom/pressreleases/2016-01-18/62-people-own-same-half-world-reveals-oxfam-davos-report>

UN Water - <http://www.unwater.org/water-cooperation-2013/water-cooperation/facts-and-figures/en/>

Plan International - <http://www.plan.ie/programmes-overview/education/>

Global Goals - <http://www.globalgoals.org/>

UN Refugee Agency - <http://www.unhcr.ie/about-unhcr/facts-and-figures-about-refugees>

European Commission Humanitarian Aid - [http://ec.europa.eu/echo/what-we-do/humanitarian-aid/refugees-and-internally-displaced-persons\\_en](http://ec.europa.eu/echo/what-we-do/humanitarian-aid/refugees-and-internally-displaced-persons_en)

UN Refugee Agency - <http://www.unhcr.ie/about-unhcr/facts-and-figures-about-refugees>

Internal Displacement Monitoring Centre - <http://www.internal-displacement.org/global-figures>

UN Refugee Agency - <http://www.unhcr.ie/about-unhcr/facts-and-figures-about-refugees>

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Irish Immigrant Support Centre - <http://www.nascireland.org/campaigns-for-change/direct-provision/>

Spunout.ie <https://spunout.ie/life/article/10-facts-about-climate-change>

Conservation International <https://www.conservation.org/stories/11-climate-change-facts-you-need-to-know>

Earth Day Network <https://www.earthday.org/5-terrifying-climate-change-facts-scare-halloween/>



# CLIMATE CHANGE: MAKING CHANGE

LESSON 5



## Taking action on Climate Change

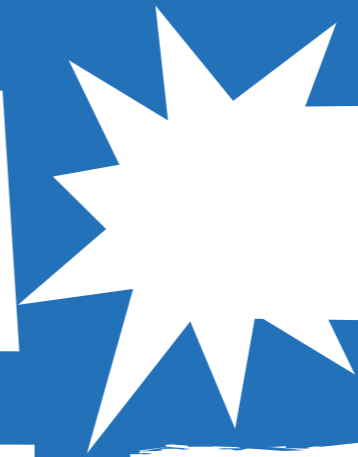
# WALKING DEBATE!

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Agree or Disagree?



# ACTION AGAINST CLIMATE CHANGE!



**REFLECTION  
TIME...**

**CLIMATE CHANGE**