



# Climate Change: What can I do to fix It!

## TEACHER ACTIVITY SHEET

### PART THREE- Climate Change: Fix it!

In order to successfully comprehend how to 'fix' climate change, students must first be able to identify how and why our lifestyles contribute to the increase in CO2 emissions, as well as the various things we can do to help slow down and prevent the change in our Earth's climate.

Present 'Chart 4: What can I do to fix global warming' to your class. You may like to:

- Photocopy the chart and distribute it to each student to read either individually or in pairs
- Photocopy and enlarge the chart in order for your students to read it aloud in small groups.
- Present an enlarged copy of the chart to your students to read and discuss together as a class

Using the following activity explanations as a guide, as well as distributing or explaining the enclosed worksheets, encourage your students to carry out the following tasks either as a whole class group, in smaller groups, in pairs, or on their own.

#### 1. Comprehension

Photocopy and distribute the 'Part Three; Comprehension' worksheet to the class.

Ask them to answer the questions as thoughtfully and as carefully as possible, taking their time to think about their answers based on the information they have just read/heard from 'Chart 4: What can I do to fix Global Warming?'

KS1 option: Ask and answer a selection of the questions detailed on the worksheet as a class during circle time. Write their responses on the board and discuss their answers.

#### 2. Story: Sam's Day

Photocopy and distribute the 'Story; Sam's Day' worksheet to the class.

Ask students to read the story about Sam, either individually, in pairs or as a group. Now guide them through the following tasks:

- Within the story you will see that Sam makes a series of choices about using energy and wasting electricity, for example, Sam's mum comes in to his room in the morning and says:

'And what have I told you about falling asleep with the television on, it's such a waste of money we won't be able to afford to go holiday at this rate. It's ridiculous, especially



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since you've got a remote control (She switches off the television using the remote control, leaving it on stand-by)

Ask students to highlight where they think Sam could have made a different choice which would have helped save electricity and energy and, therefore, prevented climate change.

- Now ask them to make a list of these choices, explaining why and how they could have been better. For example:

Sam could have made sure that he turned the television off before he went to sleep. Sam and his mum could make an effort to turn the television, and all appliances for that matter, off at the mains.

- Finally, ask your students to re-write the story inserting the different choices they have suggested in the task above.

'Sam come on...I'm glad to see that you turned the television off last night and didn't leave it on stand-by, otherwise we would have wasted so much money and electricity!'

## EXTENSION TASK

Use the story of Sam's day to engage your students in a role play exercise. You may like to divide the text into sections using the scene structure provided. Ask your students to assign themselves the roles of 'Sam', 'Mum/Dad' to read and discuss the original story.

Now encourage your students to use the story as a stimulus for their own pieces, using improvisation and devising techniques to present the story Sam and his mum in a completely new and unique way.

## 3. Poster

Photocopy and distribute the 'Poster' worksheet to the class

There are many things that we can do to help take action against climate change, both at home and in school. The biggest task is generating enough awareness about climate change and what simple steps we must take in order to reduce every day energy usage, in order to make a significant difference.

Ask your students to create a poster that they can display around the school which advises people about what they can do to make a difference to climate change.

They may like to focus on just one element of saving energy, i.e. recycling or switching off lights when leaving a room, OR they may want to cover as many different aspects about ways to save energy as possible.

Display these posters in and around your school/classroom



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## 4. Have your Say

Photocopy and distribute the 'Have your Say' worksheet to the class

Although it is important to make individual changes to how we utilise energy, it is also a good idea to address how we can make a difference to climate change on a bigger scale, for example, in our school community.

In small groups, and as a class, ask your students to discuss some ideas about ways they could make changes in their school to help address climate change. They could come up with a series of rules, such as:

- Turn off all computer equipment when not in use
- Only turn lights on when necessary (and turn them off straight after)
- Use the recycling bins at all times.

Using the template provided, ask them to present these ideas as a letter to their head teacher explaining what changes they would like to make and why. i.e. a walk to school week, recycling initiatives, energy monitors etc.

### EXTENSION TASK

Set up an 'Energy Saving' team in your class/school. This group of 4-6 students will be responsible for discussing and implementing various energy saving initiatives in the classroom/school to help tackle climate change.

Their duties could include:

- Regular distribution of fliers addressing the issue of climate Change
- The introduction of new initiatives- for example, a class recycling system
- Monitoring and evaluating the use of energy in the classroom- is it effective?

This group of students could be rotated each month/term in order to allow a number of students the opportunity to work in this team, as well as the arrival of fresh and new ideas.

## 5. Draft Excluder

Photocopy and distribute the 'Draft Excluder' worksheet to the class

One of the biggest ways we waste energy, is through the use of heaters and radiators. Quite often, we use equipment such as radiators, electric heaters, and fans, to give us immediate heat/ coolness, rather than taking the time to develop other strategies for keeping warm or cool.

By following the step by step instructions detailed on the 'Draft Excluder' worksheet, your students can spend time creating a simple yet effective method of conserving heat without resorting to utilising excessive energy sources and releasing harmful CO2 emissions.