

Exploring a Climate Ready Place

PRIMARY SCHOOL WORKSHOP PLAN

This lesson plan and accompanying resources have been developed in partnership with pas www.pas.org.uk



Exploring a Climate Ready Place

Primary School Workshop Plan

List of supporting resources for this workshop

Resource 1: PowerPoint presentation – background information for teachers

Resource 2: Different environments

Resource 3: Weather introduction

Resource 4: Changing climate image set

Resource 5: Climate landscape scenarios and info sheets

Introducing 'place'

Suggested time: 30 - 45 minutes

- Briefly introduce the aims of the workshop – for the pupils to think about their place and different environments and how a changing climate might impact their place.
- Suggestion: before starting the first activity, it may be helpful to run an energiser activity to get students active and engaged. This could be particularly helpful if the workshop is made up of students from different classes, year groups or schools.

Activity 1: Understanding different environments

1. Have students work in groups of four to six. Each group receives a full bundle of A4 colour printed images [[Resource 2](#)] and spreads these out on their table, or on ground around them if there is space.
2. Ask each student to select two images that interest them. These may be images that are visually interesting, images that tell a story about how people use the land and space around them; or even images that they don't understand but would like to know more about – any image that resonates with them.
3. Ask the students to discuss in their groups why they selected those particular images.
4. Bring students' attention back to the front and go around the class asking each group to share one or two images and why they picked those images.
5. Facilitate discussion about the environments the students have selected – do students think these are 'good' or 'bad' environments to live in, do they prompt any comments about society and how people live, what might students do to improve or change these environments?

How good is our place?

Suggested time: 30 - 45 minutes

- This activity allows the students to explore their place and then consider how it meets their (and other people's) needs and the opportunities to improve it.

What is good about your place?	What is less good?
What should stay the same?	What should change?

Activity 2: How good is our place?

1. Pupils should be given (or asked to prepare) the above sheet. A large sheet of paper e.g. flipchart paper, is useful.
2. Ask pupils to work in groups to complete the sheet, starting with the top left hand box (good), then moving to the top right hand box (less good), then the bottom left (same) and bottom right (change) boxes.
3. Ask groups to feed back to the class and discuss their findings.
4. Ask each group to pick something from their 'What should change?' box and develop this further into a proposal (on a fresh sheet of paper).
5. Develop the idea.
6. Each group presents back to the class. Encourage groups to ask each other questions about their proposals for change.

How changing weather affects our places

Suggested time: 60 minutes

- This activity links the discussions about place to the concept of a changing climate.

Activity 3: Introducing changes in the weather

1. Explain to students that they have been thinking about their place/town and the kind of changes they would like to see in the future. Just as places and towns change over time, our weather also changes over time.
2. [Resource 3] Ask students: Does anyone know how many days ahead the weather forecaster on the news tells us about? [Typically 3-5 days]. Indeed, we know that the weather changes every day and from living in Scotland, we know that it can change every hour!
3. Explain that if we look at this daily information all together, we can understand what weather is normal in Scotland – this is called our climate. Ask students: What would we say our climate/ normal weather is in Scotland over the year?
4. Explain that scientists also look at the weather over longer lengths of time. They compare the weather today with the weather last year, 10 years ago, 100 years ago, and 1000 years ago.
 - From looking at the past, scientists can tell how our climate has changed and work out what kind of climate we will have in the future. These weather records show that there have been big changes in Scotland's climate over the last 100 years.
 - The changes that we have experienced over the past 100 years are being caused by greenhouse gas emissions which trap heat inside the earth's atmosphere and are causing the planet to warm. Even though we are working to cut greenhouse gas emissions our climate will continue to change for many years.
5. Ask students: the climate is already changing – can anyone tell me about any big weather events that have happened recently? [e.g. the storms over winter]
6. [Resource 4] Ask students: what other changes do you think are already happening to our climate? What will happen if these changes keep happening? Have a class discussion. Issues that arise could include flooding; damage to buildings and infrastructure; changes in animal habitats, pests and diseases due to rising temperatures and increased rainfall.
7. Putting into the local context. Ask students: if all these changes happen, how do you think this will affect where you live? Ask for specific locations in their town where they've seen flooding, damage to roads and buildings etc.

Activity 4: Adapting to a changing climate

- [Resource 5] Pick the most relevant of the A3 landscape images. In pairs, ask them to spot and circle the differences between the unadapted and the adapting landscapes.
- Do feedback as a class with a copy of the A3 images stuck up on the board/wall so that they can easily follow. Use the Info sheet to help check off all the differences.
- Give each group a set of climate cards (adapting landscapes), ask each group to discuss what they think is going on in each of the cards.
- As the groups work out roughly what the adaptation actions are. Give each group the text version of the climate cards and ask them to match them up to the correct image.
- As the whole class feeds back their ideas, write up the adaptation actions in words next to the images (e.g. 'Maintain Buildings').
- Explain that these are examples of climate change adaptation – write above techniques.
- Give pupils about 5 mins (or less) to think about how these techniques work.
- Feedback as a class, writing/ sticking up very basic explanations of how each works.
- Ask pupils which adaptation actions they like the most? And why?