

LESSON PLAN

CREATED FOR TEACHERS BY EDEN'S EDUCATION TEAM

Climate Response - Doers, Shoppers, Learners, Shouters

Summary: The purpose of this lesson is to support young people to be able to respond confidently to the climate emergency and in a way that makes sense to them. We share our thinking about the ways in which everyone can choose to respond to the current situation - whether they see themselves as Doers, Shoppers, Learners, Shouters or all of the above.

Key info

1-hour lesson but could be easily adjusted and delivered as an assembly

Suitable for upper KS2, KS3 and KS4

Focus on Citizenship, Science and Geography

Activity Details

Outcomes and Curriculum links

This lesson enables students to:

- describe ways in which individuals can respond confidently to the climate emergency, explaining why those actions make a difference.
- explore ways in which we can join together to demand that governments act decisively to avoid the most serious effects of climate change.

This lesson links to themes from the following subject areas:

KS2 Science - recognise that environments can change and that this can sometimes pose dangers to living things.

KS2 Citizenship

Developing confidence and responsibility and making the most of their abilities:

- 1 a. to talk about their opinions, and explain their views, on issues that affect themselves and society;
- b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, c. to face new challenges positively by collecting information, making responsible choices, and taking action.

Preparing to play an active role as citizens

- 2 a. to research, discuss and debate topical issues, problems and events, b. how to take part in making and changing rules, d. that there are different kinds of responsibilities, f. to resolve differences by looking at alternatives, making decisions and explaining choices, g. what democracy is, h. to recognise the role of voluntary, community and pressure groups, j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

KS3 Geography - the use of natural resources and how the climate has changed.

LESSON PLAN

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KS3 Science - the production of carbon dioxide by human activity and the impact on climate. How organisms affect, and are affected by, their environment.

KS3 and KS4 Citizenship - The rights, roles and responsibilities of citizens, the role of parliament and democracy, the role of citizens and parliament in holding those in the power of government to account, actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond, the roles played by public institutions and voluntary groups in society, the ways in which citizens work together to improve their communities

GCSE Geography - 16. Changing weather and climate – The causes, consequences of and responses to extreme weather conditions and natural weather hazards, recognising their changing distribution in time and space. The spatial and temporal characteristics, of climatic change and evidence for different causes, including human activity.

AQA GCSE Geography - The evidence and reasons for human induced climate change. The effects of climate change on people and environment. Managing climate change: Mitigation and Adaptation

GCSE Science - Positive and negative human interactions with ecosystems, anthropogenic causes of climate change, potential effects of, and mitigation of, increased levels of carbon dioxide and methane on the Earth's climate, renewable and non-renewable energy sources used on Earth, changes in how these are used.

AQA GCSE Combined Science

4.7.3.5 Global warming, 5.9.2.2 Human activities which contribute to an increase in greenhouse gases in the atmosphere, 5.9.2.3 Global climate change (effects), 6.1.3 National and global energy resources.

Resources

To set up the lesson you will need:

- lesson plan
- PowerPoint presentation. You might want to edit slides 7 - 12 to match the colours of the wool/ribbons/stickers below
- Internet link and audio (ideally, but not essential)
- Post-its and pens
- 4 different coloured wool/ ribbons / stickers (twice as many as you have people in the audience/class)
- Card sort - Doers, Shoppers, Learners, Shouters

LESSON PLAN

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Lesson plan

Getting started: (0-15 minutes) Climate Strikes – What? Where? Who? Why?

Begin by sharing the learning outcomes via the PowerPoint ([slide 1](#))

Show the group [slide 2](#) (photos of the Climate Strikes – Autumn 2019). In their groups ask them to discuss:

- What are they photos of?
- Where are they?
- Who is involved?
- Why are they doing it?

Ask each group to select a spokesperson and collect feedback and adding additional information as you go.

What are they photos of? Climate Strikes from Autumn 2019

Where do you think they are? These photos are from London, but the strikes were global.

Who is involved? Anyone/everyone – students, workers, children, adults, community groups.....The Climate strikes were started by school students organised through the [#FridaysForFuture](#) platform. This Global Climate Strike mobilisation is a joint response by a broad coalition of groups, NGOs, unions and social movements across the world to young people's call to action for September. School strikers want everyone to be involved!

Why are they doing it? To show world leaders (and each other!) the level of concern and urgency that people have about climate change and to demand change and action about the climate emergency (for example a move away from fossil fuels to renewables energies - that's just the tip of the iceberg). Past generations have failed to act effectively to address climate change and if we are to keep global temperature rises this century below 1.5 degrees Celsius above pre-industrial levels (as recommended by climate scientists to avoid the most serious impacts of climate change) we need to act decisively and quickly.

Highlight the impact of the pandemic - 2020 was gearing up to be a big year for climate action with COP26 (a UN Climate Conference) due to take place in Glasgow in November. Unfortunately, the global pandemic has acted to delay much of the planned action.

[slide 3](#) - However, scientists and governments agree that Climate Change is the challenge of our lifetime and we need to continue to significantly step up our efforts whilst we live with COVID-19. As we recover from COVID-19 we have the opportunity to 'build back better', cleaner, greener and develop new ways of doing things. The things we put in place to recover from COVID-19 pandemic must also address the climate emergency.

LESSON PLAN

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slide 4 - Towards the latter half of 2020 and into 2021 action on the climate emergency has once again gathered pace. The Global Climate Conference, COP26 is happening in November 2021 and the G7 (world leaders) are meeting in June 2021 in Cornwall where climate change will be very high on the agenda. The action, plans, policies and we take now will be decide how the future looks. The time is now!

slide 5 – Time to check in on the science of climate change! Why is the climate is changing?

Ask the class the question and give them time to discuss it on their table groups. Collect feedback and clarify understanding.

*With many students you may need to review why the climate is changing. This would include an explanation of the greenhouse effect and how an increase in Green House Gas emissions (mainly Carbon dioxide and methane), due to human activity are enhancing this warming effect resulting in a changing climate. This can be done using a quick diagram on the board.

Use the animation on **slide 6** to show the changes in global temperature anomalies since 1880. Higher than normal temperatures are shown in red and lower than normal temperatures are shown in blue. Ask the children what they notice. The trend of warming is clear to see.

<https://svs.gsfc.nasa.gov/4882>

Summarise some of the key climate facts

- The last decade was the warmest on record.
- Earth's average temperature has risen more than 1.2 degrees Celsius since the 1880's
<https://www.giss.nasa.gov/research/news/20210114/>
- Climate models suggest it could warm a further 0.5°C to 5°C by the end of the century – depending on our actions.
- Some of the likely impacts include – extreme weather events like hurricanes and storms, drought, flooding, sea level rise, and heatwaves. These will impact habitats and ecosystems, and human health

edenproject.com/learn/for-everyone/rainforests-and-climate

Main activity (15 - 45 minutes) Doers, Shoppers, Learners, Shouters

slide 7 It's all a bit scary and overwhelming when we start thinking about the scale of the challenge and the likely impacts of climate change. It's tricky to know how to help particularly when we also have other problems to deal with like COVID-19, but now more than ever, it's important that we all know how we can make a positive difference. We must focus on solutions.

The Eden Project has been giving it some thought about how we can make that positive difference and we think that living through the pandemic might have made us more ready to make the changes that we need to make. Over the last few months we have shown each other that we can work

together and how quickly we can change the way we do things. People are adaptable. We can build on this.

LESSON PLAN

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We'd like to share with you our thinking about how people could choose to respond to climate change. We like to call it 'Doers, Shoppers, Learners, Shouters' and it gives us a way to see how individuals can be part of the solution and how we can help in different ways.

Introduce the idea of each type of action and share examples using the PowerPoint slides

Doers – Hands-on / physical things you can do to help (slide 8)

Examples

Do a beach clean <https://www.itv.com/news/westcountry/2021-04-08/please-stop-leaving-rubbish-seven-year-old-girl-cleans-up-after-beachgoers-in-cornwall>

Three years into a restoration project, Yangambi, a lush forest landscape in northern Democratic Republic of Congo (DRC), has just celebrated the planting of its millionth new tree. <https://news.globallandscapesforum.org/51923/1-million-trees-planted-to-energize-the-congo-basin-forests/>

Shoppers – making choices when you buy stuff (slide 9)

Examples

The rise of zero waste shops [bbc.co.uk/news/uk-wales-46574402](https://www.bbc.co.uk/news/uk-wales-46574402)

<https://www.rainforest-alliance.org/faqs/what-does-rainforest-alliance-certified-mean> The Rainforest Alliance seal allows you to recognise and choose products that contribute toward a better future for people and planet.

Last year, 81 per cent of households that switched energy supplier through Compare the Market moved to a green tariff. <https://www.thisismoney.co.uk/money/bills/article-9461907/Is-green-energy-tariff-actually-harming-planet.html>

The Giki app! A mobile app that informs you about the products you buy and the companies you buy them from. Giki rates products not on price, but on whether a product fits with what matters to you. Whatever your priorities, Giki will help you understand the true impacts of products on you and those around, to help you to buy from brands which share your beliefs. gikibadges.com/

Learners – seeking new knowledge, staying informed (slide 10)

Examples

Between 23rd March and July 2020, searches for the "greenhouse effect", the "definition of climate change" and "causes of climate change" more than doubled

LESSON PLAN

CREATED FOR TEACHERS BY EDEN'S EDUCATION TEAM

<https://myenergi.com/blog/2020/08/07/environmentally-friendly-google-searches-quadruple-during-covid-lockdown/>

Eden Project's 'Earth story' summer programme had over 200000 visitors. This programme highlighted the beauty of the natural world and what we can all do to help fight climate change and biodiversity loss. edenproject.com/visit/whats-on/summer-holidays-earth-story

Shouters – sharing what you care about (slide 11)

Example

1.22 million people voluntarily completed an online poll to share what they think about climate change with governments across the world.

<https://www.bbc.co.uk/news/science-environment-55802902>

Ask the students - Which sort of person do you think you are (mainly)? (slide 12) You might feel like you are all of them. Each of the 4 actions have a different colour ribbon/wool/sticker associated with them. Ask the students to pick just one colour that they think matches with how they feel and gently tie it to their wrist or hold it up in the air for others to see.

Now, ask the students to find another person (or 2) in the room that has the same colour as them. Have a conversation and decide on one thing you could do, in terms of that type of action, to make a difference. Collect a little bit of feedback from several pairs.

Help them delve slightly deeper: Ask the students to group together with everyone in the room that has the same colour as them. You should now have 4 groups or varying sizes in the room. Give each group a set of the 'Doers, Shoppers, Learners, Shouters' cards. These cards have a host of ideas about ways to make a difference.

Ask them to pick out the cards that fit into their chosen type of action. Which of those cards do they think shows the most powerful / effective way to make a difference? Ask them to put them in order from most to least effective. Collect feedback.

Lastly, ask them to look at the cards they have so far discarded and divide them up as well into the other 3 types of action.

Sum up the activity: As you can see there are lots of ways in which people can be part of the solution. It's important to remember that everyone is different, some people might feel happy to strike on the street and others might be much happy writing to their MP, for example. So, we encourage you to respond confidently in a way that makes sense to you – but also remember it's good to push yourself a bit beyond your comfort zone as well.

LESSON PLAN

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Finally: (45 – 60 minutes) Can an individual really have an impact?

Pose the question: If I eat less meat, ride my bike, buy less stuff – how much of a difference does that actually make? (slide 13) Collect feedback from the group. Share the research quoted on the BBC webpage via the PowerPoint. (slide 14) It's both individual actions that matter, and the fact that each individual taking action triggers others to get involved.

Parting thought: The COVID-19 pandemic has shown how quickly people can change the way they do things, (e.g. parents working at home, more walking, cycling, gardening focusing on health etc) and work well together (helping each other in the community) and be adaptable. Governments and businesses have also shown how they can change. We need to do the same sorts of things to deal with climate change. As we rebuild after COVID we have an opportunity to change the way we do things for the better and address climate change at the same time. We can do this if we work together. We can do this because these are the kinds of people that we are.

Share a funny example of how you can have an impact by starting something or following something you believe in. [youtube.com/watch?v=fW8amMCVAJQ](https://www.youtube.com/watch?v=fW8amMCVAJQ) (slide 15)

Eden Project would be keen to know about ways in which you decide to take action. Please share via twitter @edenschoolsteam #makethechange

Find out more

globalclimatestrike.net/ This is the key website for information about the Global Climate Strikes.

<https://www.un.org/en/global-issues/climate-change> Really useful information about climate change, the role of the UN Intergovernmental Panel on Climate Change (IPCC), the latest climate change reports and agreements and information about the Climate Summit on September 23rd, 2019.

[ipcc.ch/sr15/](https://www.ipcc.ch/sr15/) The IPCC special report on the impacts of global warming of 1.5 °C above pre-industrial levels in the context of strengthening the global response to the threat of climate change.

[bbc.co.uk/news/science-environment-45678338](https://www.bbc.com/news/science-environment-45678338) This article explains why climate scientists have shifted the definition of what they believe is the "safe" limit of climate change.

<https://www.ukcop26.org/> Find out more about COP26.

<https://www.g7uk.org/> Find out more about the G7 conference in 2021.

[gikibadges.com/](https://www.gikibadges.com/) Giki is a mobile app that informs you about the products you buy and the companies you buy them from. Giki will help you understand the true impacts of products on you and those around, to help you to buy from brands which share your beliefs.

[bbc.com/future/story/20181102-what-can-i-do-about-climate-change](https://www.bbc.com/future/story/20181102-what-can-i-do-about-climate-change) This is a guide to the most effective ways to make a difference as regards climate change.



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edenproject.com/make-the-change/what-you-can-do/11-tips-for-fighting-climate-change-and-biodiversity Eden Project's top tips for fighting climate change and biodiversity loss.

theconversation.com/climate-change-yes-your-individual-action-does-make-a-difference-115169 This is a useful article about how individual actions are important and their knock-on effects.

mobilisationlab.org/resources/10-ways-people-power-can-change-the-world/ This webpage contains useful information about the power of people.

<https://www.un.org/en/climatechange/recovering-better/six-climate-positive-actions> Six Climate-Positive Actions to help rebuild economies from COVID-19 Pandemic.

<https://www.bbc.com/future/article/20200624-has-covid-19-brought-us-closer-to-stopping-climate-change> Has the pandemic helped individuals and leaders get any closer to tackling the environmental crisis?