## Lesson 1
### Introduction and Climate Change

Adapt each resource to age and ability

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Learning Objectives</th>
<th>Activities</th>
<th>Key Questions</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>General LO's</td>
<td>To assess prior knowledge of global issues</td>
<td>What do you think Climate Change is?</td>
<td>Climate Change Factsheets</td>
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<tr>
<td></td>
<td>To understand what climate change is and its effect on the environment around us</td>
<td></td>
<td>Why is Climate Change bad? / Why is it bad if the climate changes?</td>
<td>Climate Change Map</td>
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<tr>
<td>Curriculum LO's</td>
<td>Geography: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</td>
<td>Does anyone think we can stop Climate Change?</td>
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<td>Habitat Matching Resource</td>
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<td></td>
<td>(KS1 &amp; KS2) Intro: Use the Climate Change Map, a cut and stick activity to understand where different issues can occur.</td>
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<td></td>
<td>Main: Use the Habitat Matching Resource to match the animal/habitat with the climate issue affecting them</td>
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<td>Climate Change Poster</td>
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<td></td>
<td>For each match, make a note on the matched pair and say why/how they are being affected: i.e. Polar bears and the North Pole/Arctic -&gt; the ice caps are melting -&gt; polar bears are losing habitat and food</td>
<td></td>
<td></td>
<td>Polar Bear Popsicle</td>
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<td></td>
<td>AND/OR Get the group to create a poster about climate change issue(s) and solutions using the Climate Change Poster resource.</td>
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<td></td>
<td>Musical Bears</td>
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<td></td>
<td>OPTIONAL: For younger years, use the Polar Bear Popsicle activity sheets as a game to understand global warming/the melting ice caps OR: An inside activity for younger years, an adaption on musical chairs, called Musical Bears, to identify habitat loss of polar bears and why they are endangered.</td>
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Lesson 2
Importance of Trees

Adapt each resource to age and ability

General LO's
To be able to identify important types of trees
To understand the importance of trees, and how they benefit us

Curriculum LO's
Science:
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Observe and describe how seeds and bulbs grow into mature plants

Non stat: They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures
Non-Stat: Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter).

KS1 & KS2
Intro:
Use the Spot the Difference activity resources as a starter activity to explain the importance of trees and how they affect our lives. Use the Importance of Trees Factsheet for answers

Main:
If possible (seasonal), go on a seed walk where the group can collect as many types of seeds as possible (take the British Tree Factsheet with you and the What seed is it? Flowchart to help identify seeds on your walk).

Then return to the class to use the Seed Match Resource (use the British Tree Factsheet to help with answers), with descriptions of the differences between different seeds - use the Flowchart to help with classification and seed identification for KS2.

AND/OR
Using the My Tree Resource get the group to create something depicting their favourite type of tree discussed in the lesson – or – create their own tree and describe why it is important.

OR
Use the My School Tree Resource to get out in the playground/local park to investigate a tree, its importance and it’s microhabitats.

To conclude
Use the Why Trees are important resource as a reflection task for the lesson to talk about what they have learnt.
Figure 6. Spot the Difference Resource

Figure 7. What seed is it? Matching Activity

Figure 8. What seed is it? Flow Chart

Figure 9. My Tree Resource

Figure 10. My School Tree Resource

Figure 11. Importance of Trees Brainstorm
**Lesson 3**

**Extinction**

Adapt each resource to age and ability

<table>
<thead>
<tr>
<th>General LO's</th>
<th>Curriculum LO's</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand the causes of extinction</td>
<td>Science: Explore and compare the differences between things that are living, dead, and things that have never been alive</td>
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<tr>
<td>To understand the negative effects of extinction</td>
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(KS1 & KS2)

**Intro:**

Start with a brief description of what extinction is: (using key questions) ask them what animals they think have gone extinct – then give them some examples (Use the Extinct Animals Factsheet for answers).

Then Use the Which is Extinct Resource. Note: explain that it is not just animals that go extinct

**Main:**

Using the factsheets, work through what animals are extinct and what animals are endangered -> follow up with Extinction Causes resource

Now you have a choice of activities to suit your group:

1. Get the students to create their own extinct animals masks using the factsheets as inspiration.
2. Play Extinction TAG with the resource pack
3. Make a poster using the Endangered Animal Poster Resource
4. Use the Endangered animal Factsheet template to create a factsheet about on of the critically endangered animals on the Endangered Animals Factsheet (or one of their own choice.
5. An inside activity for younger years, an adaption on musical chairs, called Musical Bears, to identify habitat loss of polar bears and why they are endangered.

Does anybody know what extinction means?

Have we had extinctions before? Can you think of an animal that has gone extinct?

Is extinction normal/common?

Can we stop extinction from happening?

**Extinction Factsheet**

**Extinct Animals Factsheet**

**Endangered Animals Factsheet**

**Which is Extinct**

**Extinction Causes resource**

**Endangered animal poster**

**Endangered animal Factsheet template**

**Musical Bears**
Figure 12. Which is Extinct

Figure 13. Extinction Causes

Figure 14. Extinction in Motion TAG

Figure 15. Endangered Animal Poster

Figure 16. Endangered Animal Factsheet Template
Lesson 4
Plastic Pollution

Adapt each resource to age and ability

<table>
<thead>
<tr>
<th>General LO's</th>
<th>Plastic Pollution Factsheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand the causes of plastic pollution</td>
<td></td>
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<tr>
<td>To understand how we stop can stop plastic pollution</td>
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</tbody>
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Curriculum LO's

Science:
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties

English:
- Creative Writing and Poetry

KS1 & KS2 (Creative Writing and Poetry)

**Intro:**
Begin by using the **Habitats Resource** to go through each habitat and ask the group would they find Plastic pollution in that habitat? (the answer is yes for all). Then ask them to tell you where they have seen Plastic pollution/litter. Begin to explain what we could do to stop it.

**Main:**
- Ask the group to bring in (safe) plastics from home and get them to fill in the **My Plastic Factsheet Template Resource**. Use the **Plastic Breakdown Factsheet** to answer how long they might take to break down in the environment.
- Then get the group to create a comic/story using the **storyboard resource** about where they think their plastic goes once they throw it away.
- OR
- Get them to creatively write acrostic poem about the damages of plastic pollution (**KS1/KS2**)
- OR
- Get students to come up with creative ideas and inventions for how to stop/reduce plastic pollution by creating a poster (may be easier with older years) (**KS2**)

How do we get plastic pollution?

Where do we find plastic pollution?

Why is plastic pollution bad for the environment?

How can we stop plastic pollution?

**Figure 17. Habitats Resource**
Figure 18. My Plastic Factsheet Template

Figure 19. Plastic Storyboard
## Global Citizenship

### PSHE:

**Six Domains:**

1. Environmental Stewardship
2. Human Rights
3. Equality and Equity
4. Good Governance
5. Global Peace and Justice
6. Poverty Reduction

### Intro:

For an introduction to Global Citizenship use the [Global Citizen Wordsearch Resource](#).

Then use the [Global Citizenship Dictionary Resource](#) to get the group to define the words they have just found.

The [Global Citizenship Sorting Activity Resource](#) can be used to reinforce the learning.

### Main:

Choose from the following resources to fit your groups' age and ability:

1. To cover Environmental Stewardship choose a resource from the Global Issues “Importance of Trees/Plastic Pollution” lessons
2. Create a poster on promoting human rights
3. Circle the Human Rights Resource
4. Are you the Same or Different Resource
5. We are all different flashcards
6. Holding Hands Poster
7. Poverty wordsearch
8. No Poverty Dictionary
9. Good Governance Resource
10. Peace Acrostic Poem
11. Design A Peace Symbol

### To conclude

Use the [Global Citizenship Brainstorm Resource](#) to go over all that the group has learnt.

**Optional (depending what topics you have covered):**

6 Domain Flap Book Resource

### English:

**Poetry**

(KS1 & KS2)
Global Citizenship resources:

Figure 20. Global Citizenship Wordsearch

Figure 21. Global Citizenship Dictionary

Figure 22. Global Citizenship Sorting Activity

Figure 23. 6 Domain Flap Book

Figure 24. Global Citizenship Brainstorm
Human Rights Resources:

**Figure 25. Human Rights Poster**

**Figure 26. Circle the Human Rights Resource**
Poverty Resources:

Figure 30. Poverty Wordsearch

Figure 31. No Poverty Dictionary
Good Governance Resources:

Figure 32. Good Governance Resource
Global Peace Resources:

**Figure 33. Peace Acrostic Poem**

**Peace Acrostic Poem:**
Write a word to go with each letter that links to world peace

P
E
A
C
E

**Figure 34. Peace Sign resource**