Global Issues Lesson Plans:

LESSON	LEARNING OBJECTIVES	ACTIVITIES	KEY QUESTIONS	RESOURCES
Lesson 1 **Introduction and Climate Change** Adapt each resource to age and ability	General LO's To assess prior knowledge of global issues To understand what climate change is and its effect on the environment around us Curriculum LO's 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	**(KS1 &KS2)** **Intro:** Use the Climate Change Map, a cut and stick activity to understand where different issues can occur. **Main:** Use the Habitat Matching Resource to match the animal/habitat with the climate issue affecting them 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 -> the ice caps are melting -> polar bears are losing habitat and food **AND/OR** Get the group to create a poster about climate change issue(s) and solutions using the Climate Change Poster resource. **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.	What do you think Climate Change is? Why is Climate Change bad? / Why is it bad if the climate changes? Does anyone think we can stop Climate Change?	Climate Change Factsheets Climate Change Map Habitat Matching Resource Climate Change Poster Polar Bear Popsicle Musical Bears

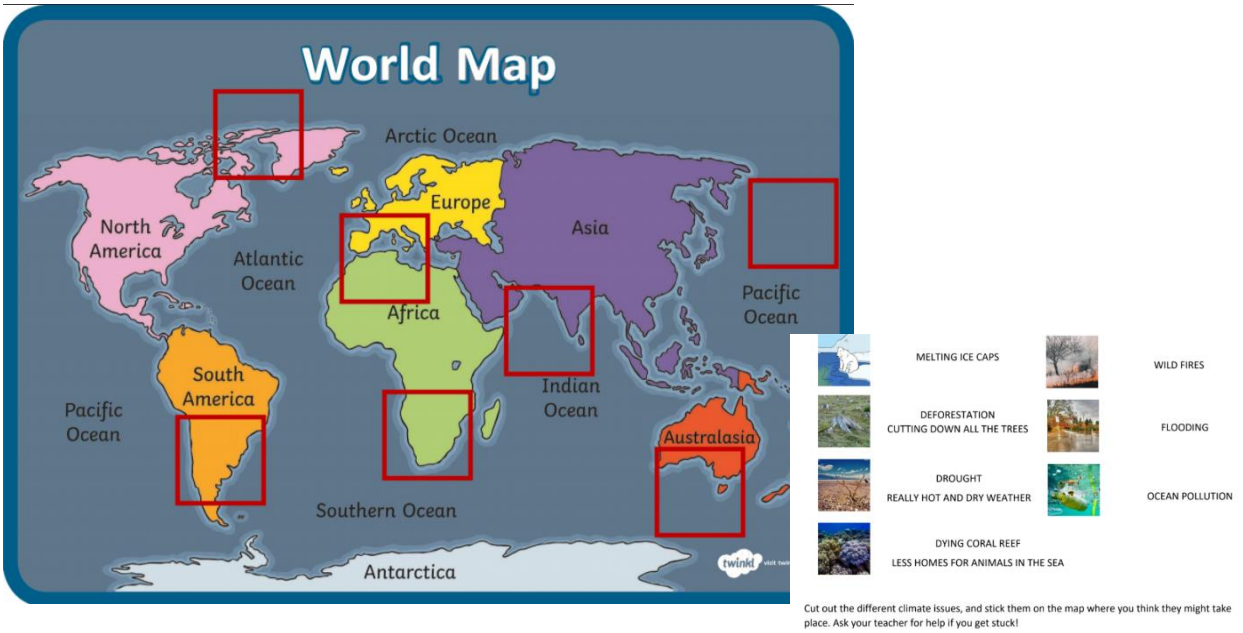


Figure 1. Climate Change Map

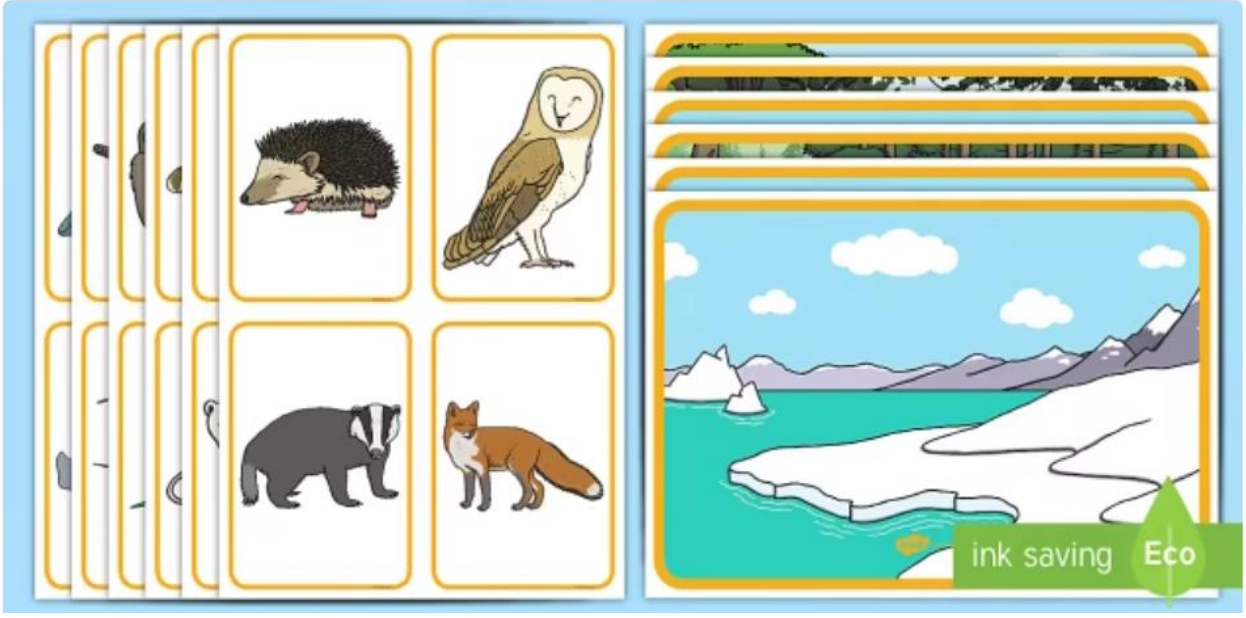


Figure 2. Habitat Matching Resource

Figure 3. Climate Change Poster

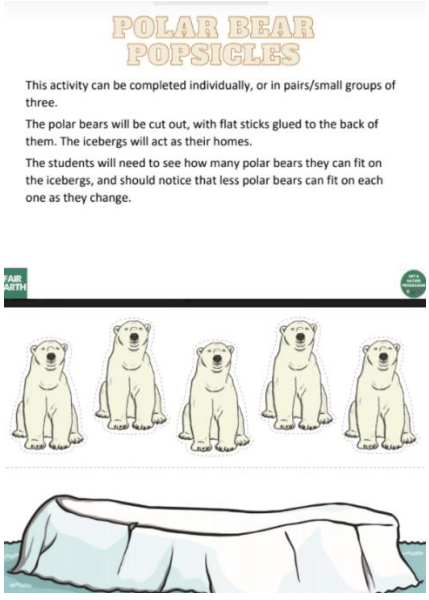


Figure 4. Polar Bear Popsicles

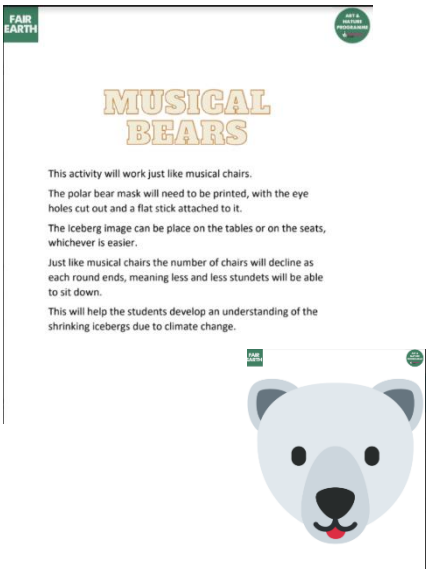


Figure 5. Musical Bears

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.	What do trees do for us? Should we plant more trees? **If majority yes:** Why should we plant more trees? Is it good to have a mixture of trees or different type of trees? Does anybody know different tree names?	Importance of Trees & British Trees Factsheets Spot the Difference Resource What seed is it? - Flow Chart What seed is it? - Matching activity My Tree resource My School Tree Resource Why trees are important

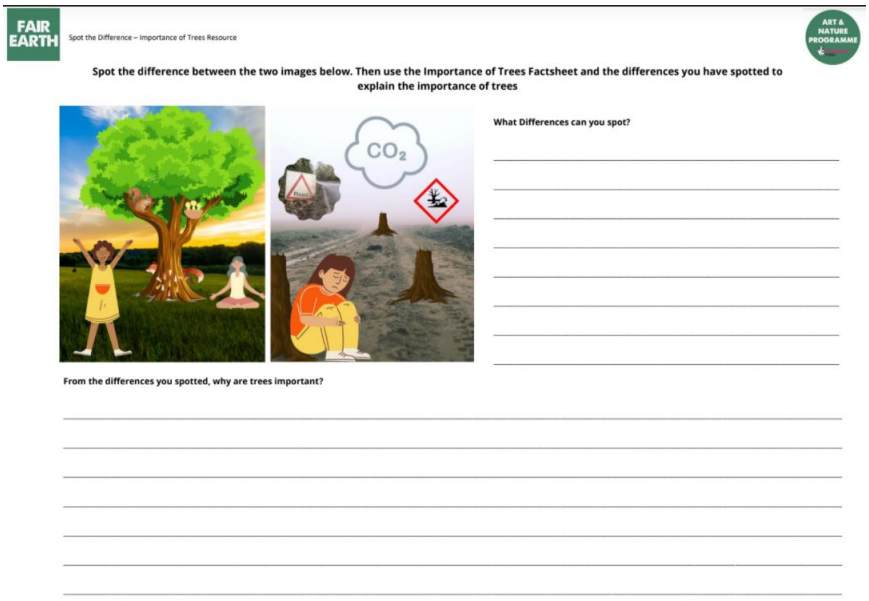


Figure 6. Spot the Difference Resource

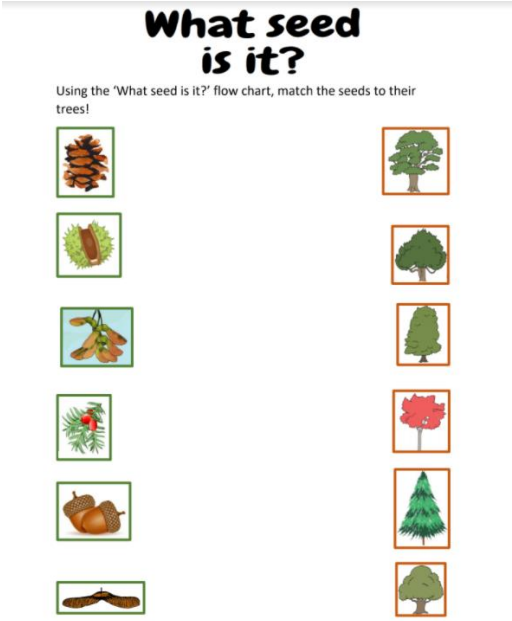


Figure 7. What seed is it? Matching Activity

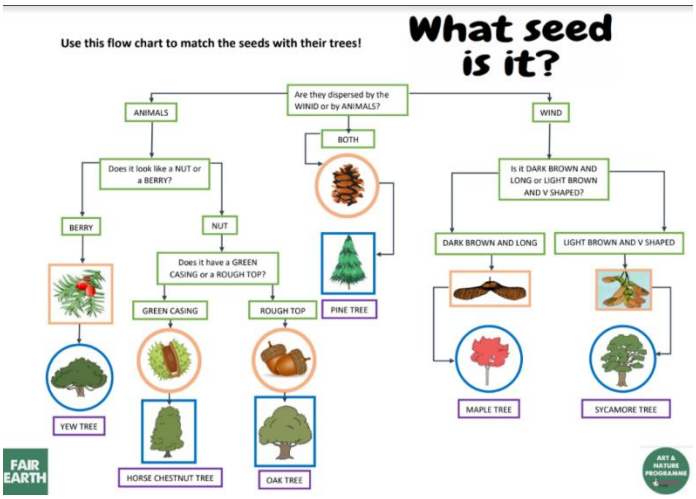


Figure 8. What seed is it? Flow Chart

Figure 9. My Tree Resource

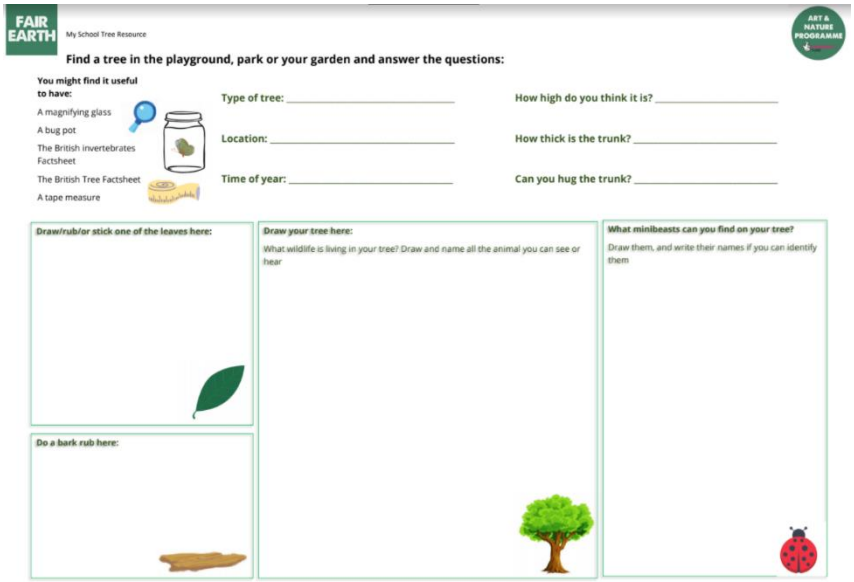


Figure 10. My School Tree Resource

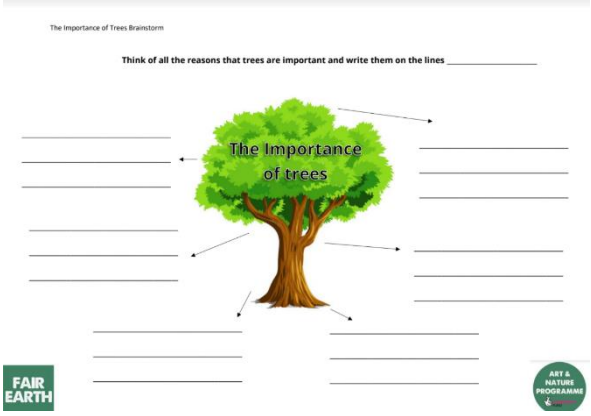


Figure 11. Importance of Trees Brainstorm

Lesson 3 **Extinction** Adapt each resource to age and ability	General LO's To understand the causes of extinction To understand the negative effects of extinction Curriculum LO's Science: Explore and compare the differences between things that are living, dead, and things that have never been alive	**(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 Extinction in Motion_TAG Endangered animal poster Endangered animal Factsheet template Musical Bears

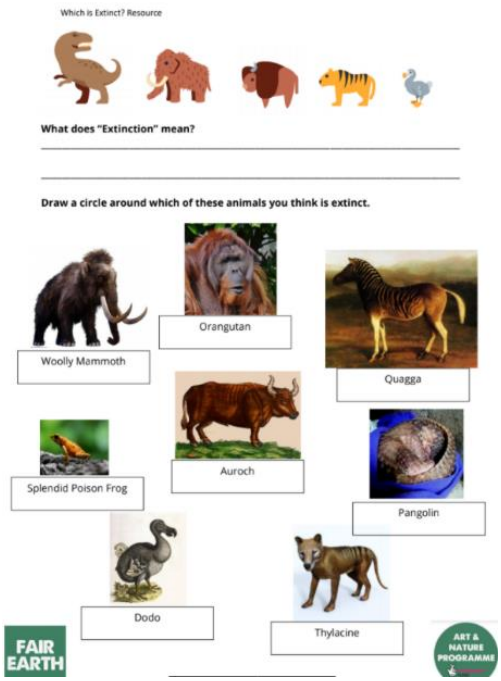


Figure 12. Which is Extinct

Figure 13. Extinction Causes

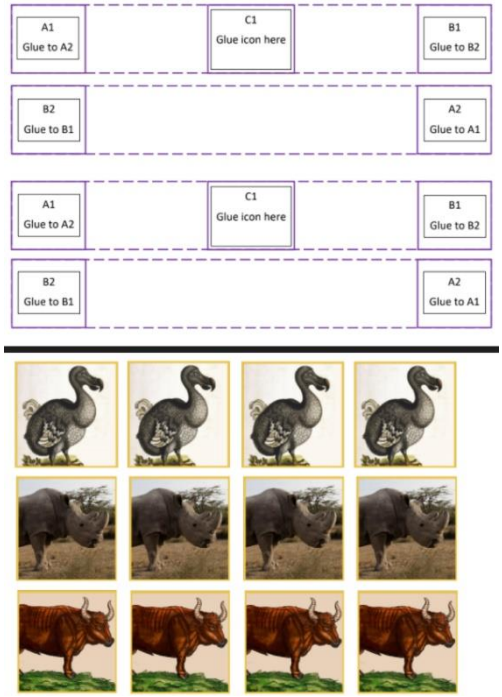


Figure 14. Extinction in Motion TAG

Figure 15. Endangered Animal Poster

Figure 16. Endangered Animal Factsheet Template

Lesson 4 **Plastic Pollution** Adapt each resource to age and ability	General LO's To understand the causes of plastic pollution To understand how we stop can stop plastic pollution 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)** **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?	Plastic Pollution Factsheets Plastic Pollution - Plastic Breakdown Factsheet Habitats Resource My Plastic Factsheet Template The Plastic Story - storyboard resource

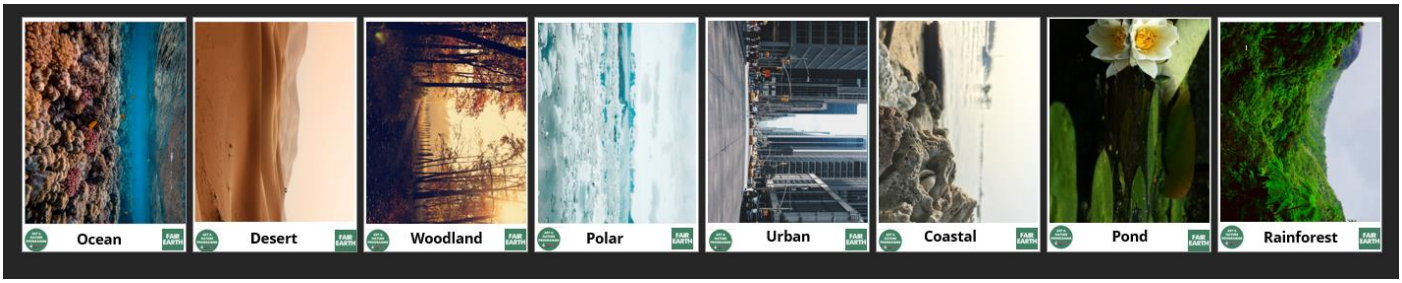


Figure 17. Habitats Resource

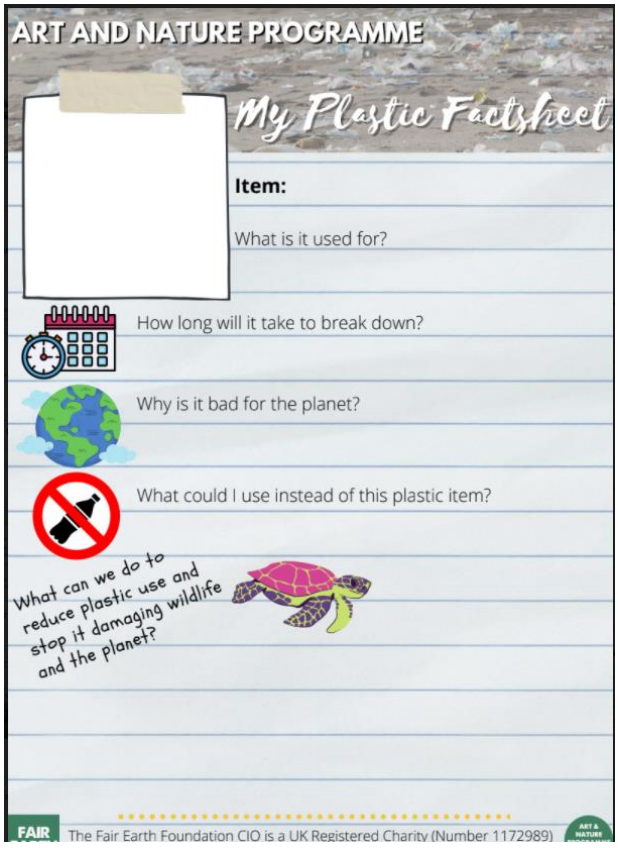


Figure 18. My Plastic Factsheet Template

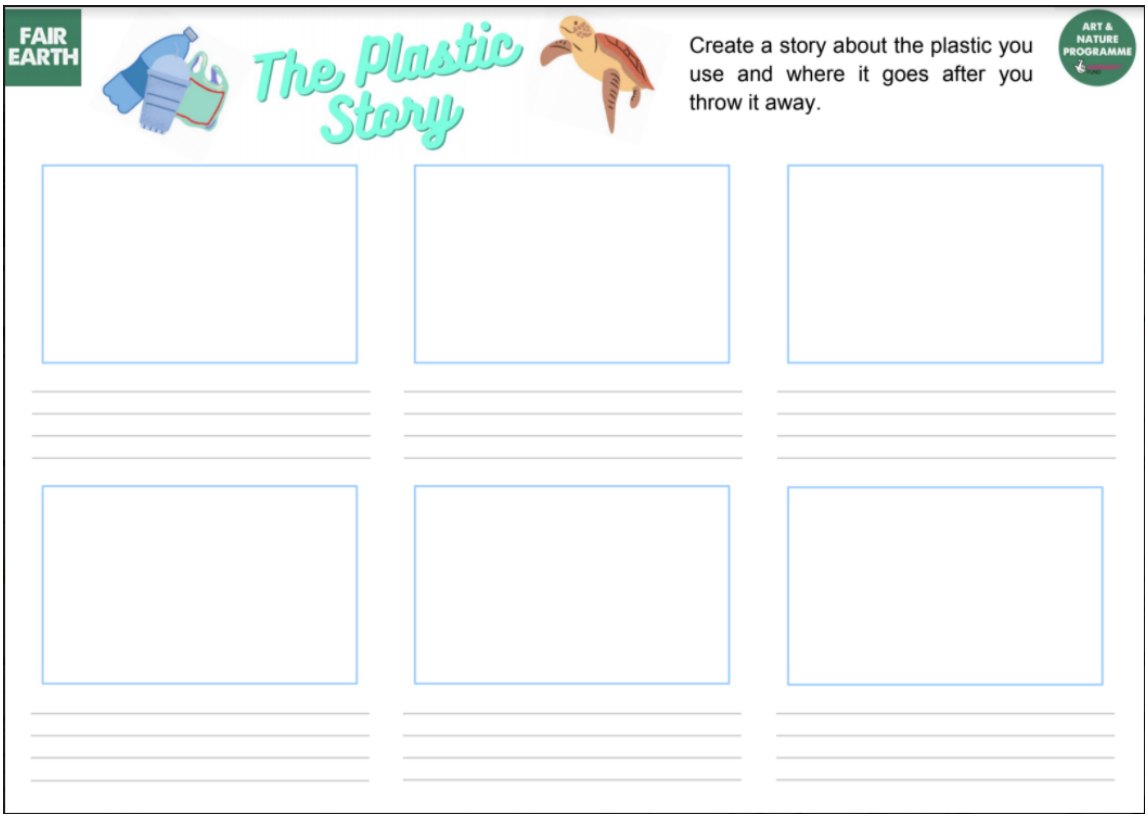


Figure 19. Plastic Storyboard

Lesson 5 **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 To understand why everyone should have human rights To understand what it means to be in poverty and where we find poverty To understand what discrimination is To understand the different types of discrimination, and how they affect different groups in our community English: Poetry	**(KS1 & KS2)** **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 Global Citizenship Sorting Activity Resource **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 flash cards 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	What is a Global Citizen? What does it mean to have 'human rights'? Should different people get different human rights? What does poverty mean to you? / What does being in poverty mean? Do we have poverty here in the UK? How can we help stop poverty? Should anyone be allowed to be in poverty? What does discrimination mean to you? / What does it mean if someone is being discriminated against? Why does discrimination happen? How can we stop discrimination from occurring?	Human Rights Factsheets (Human rights, Discrimination, Poverty Global Citizen Wordsearch Resource Global Citizenship Dictionary Resource Global Citizenship Sorting Activity Resource Human Rights Poster Circle the Human Rights Same or Different Resource We are all different flash cards Holding Hands Poster Poverty wordsearch No Poverty Dictionary Good Governance Resource Peace Acrostic Poem Design A Peace Symbol Global Citizenship Brainstorm 6 Domain Flap Book

Global Citizenship resources:

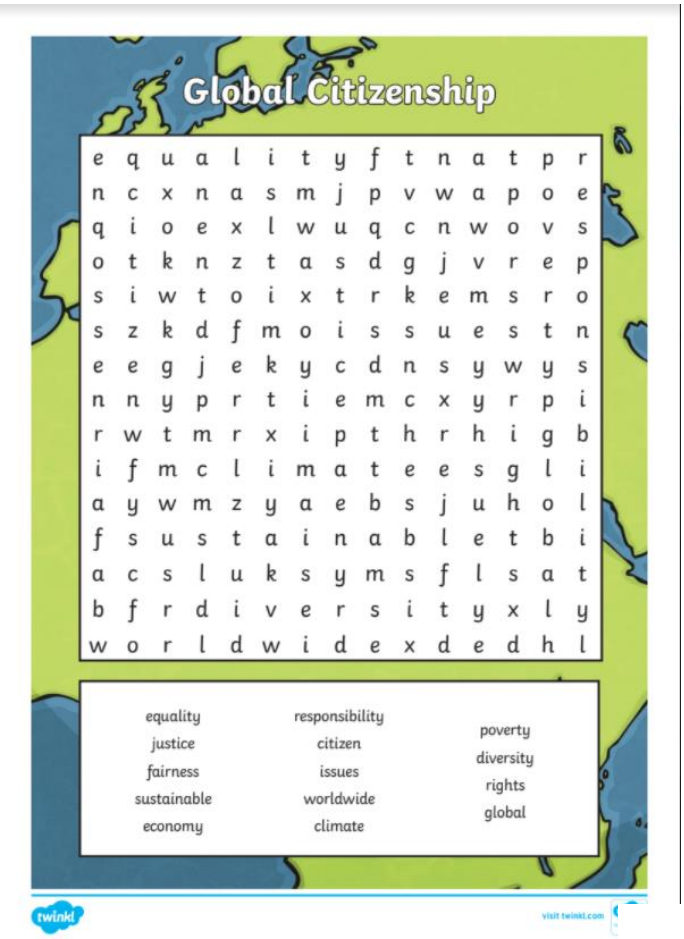


Figure 20. Global Citizenship Wordsearch

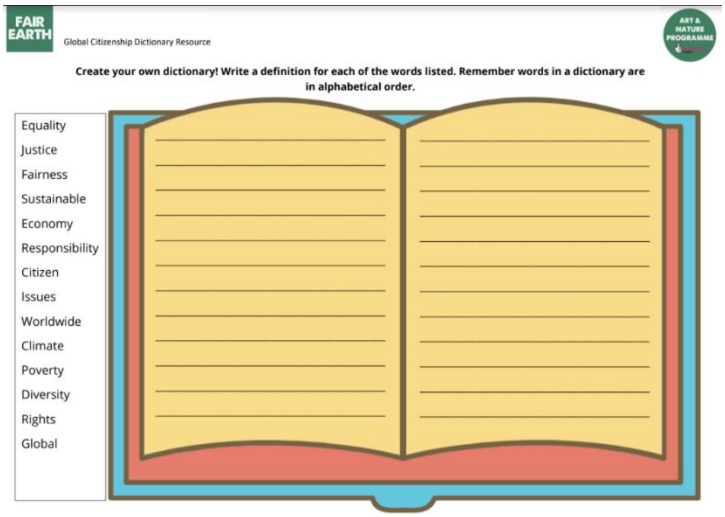


Figure 21. Global Citizenship Dictionary

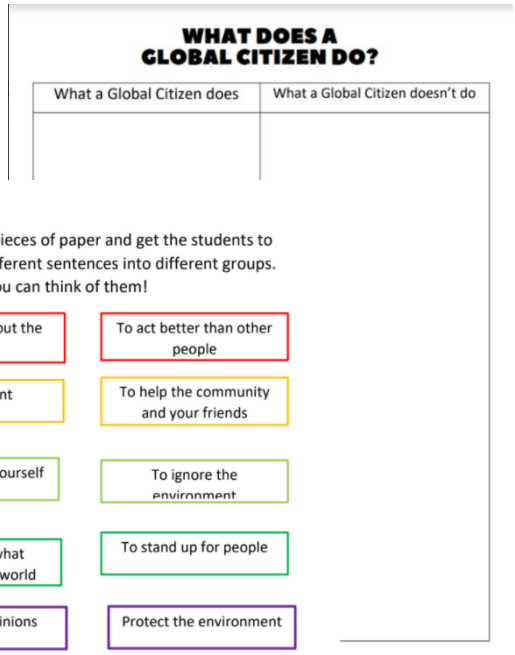


Figure 22. Global Citizenship Sorting Activity

Figure 23. 6 Domain Flap Book

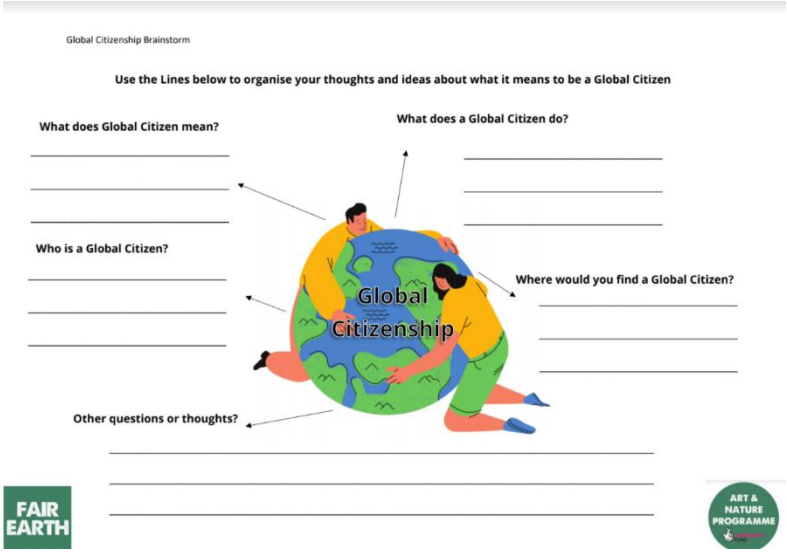


Figure 24. Global Citizenship Brainstorm

Human Rights Resources:

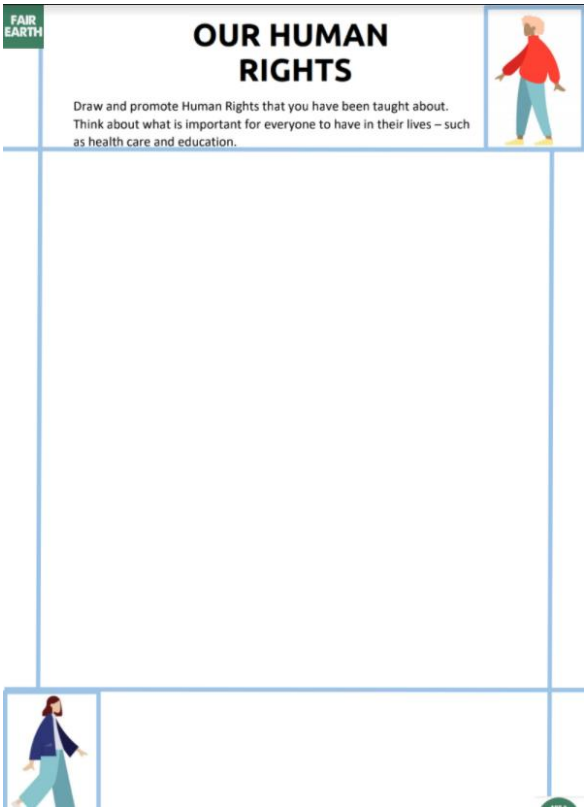


Figure 25. Human Rights Poster

Figure 26. Circle the Human Rights Resource

Equality Resources:

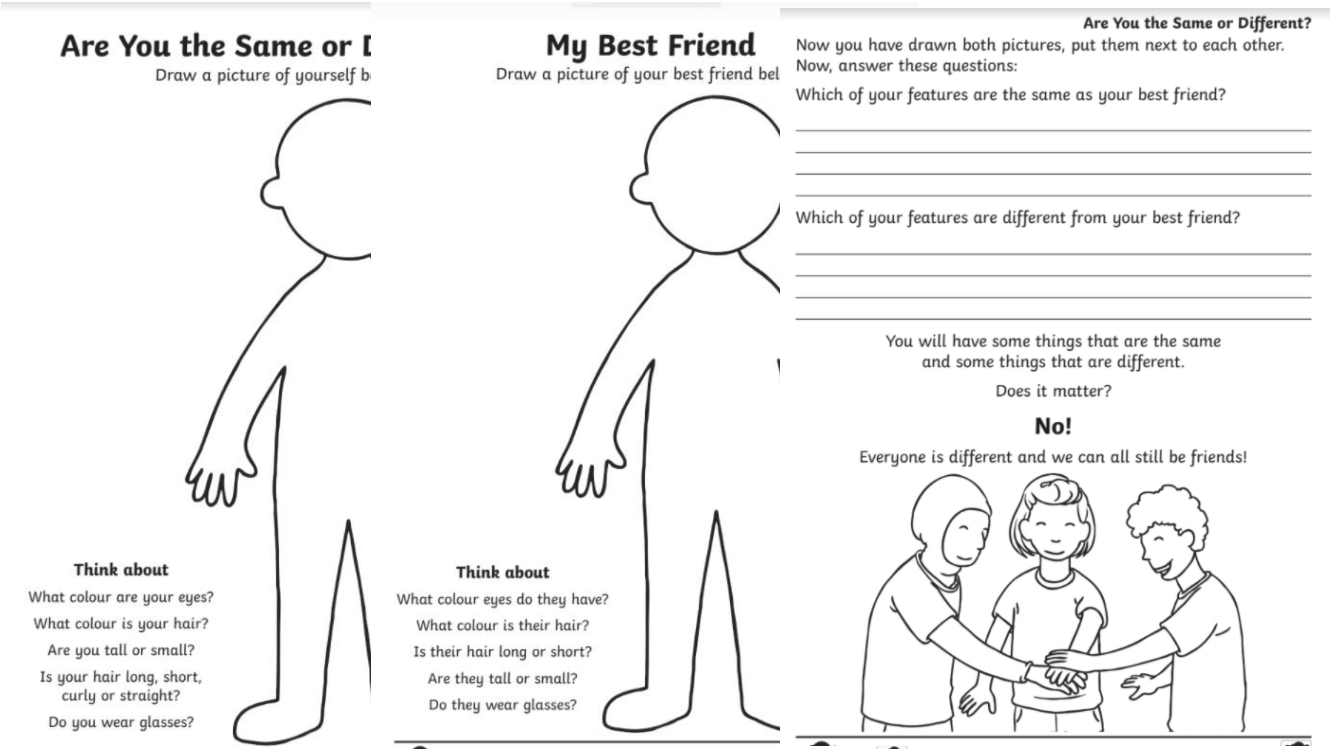


Figure 27. Same or Different Resource

Figure 28. Are We All Different Flash Cards

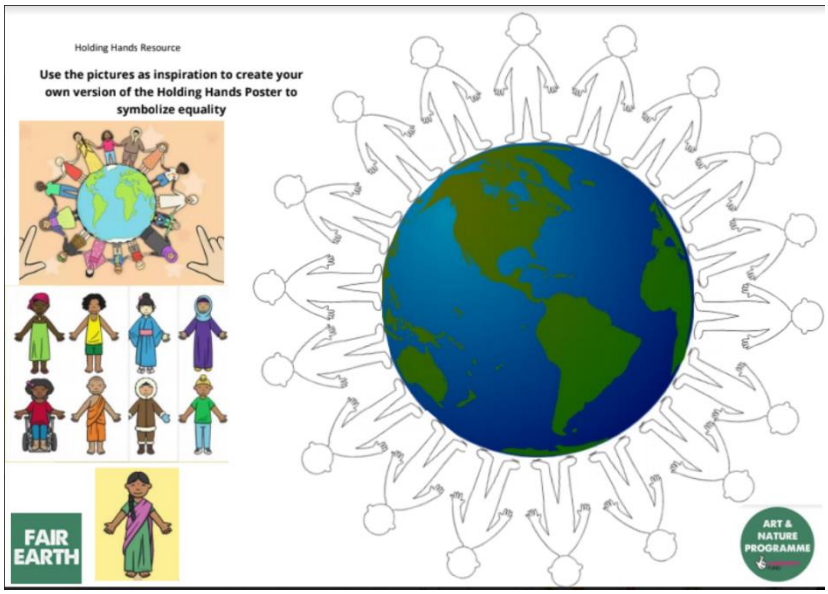


Figure 29. Holding Hands Poster

Poverty Resources:

Figure 30. Poverty Wordsearch

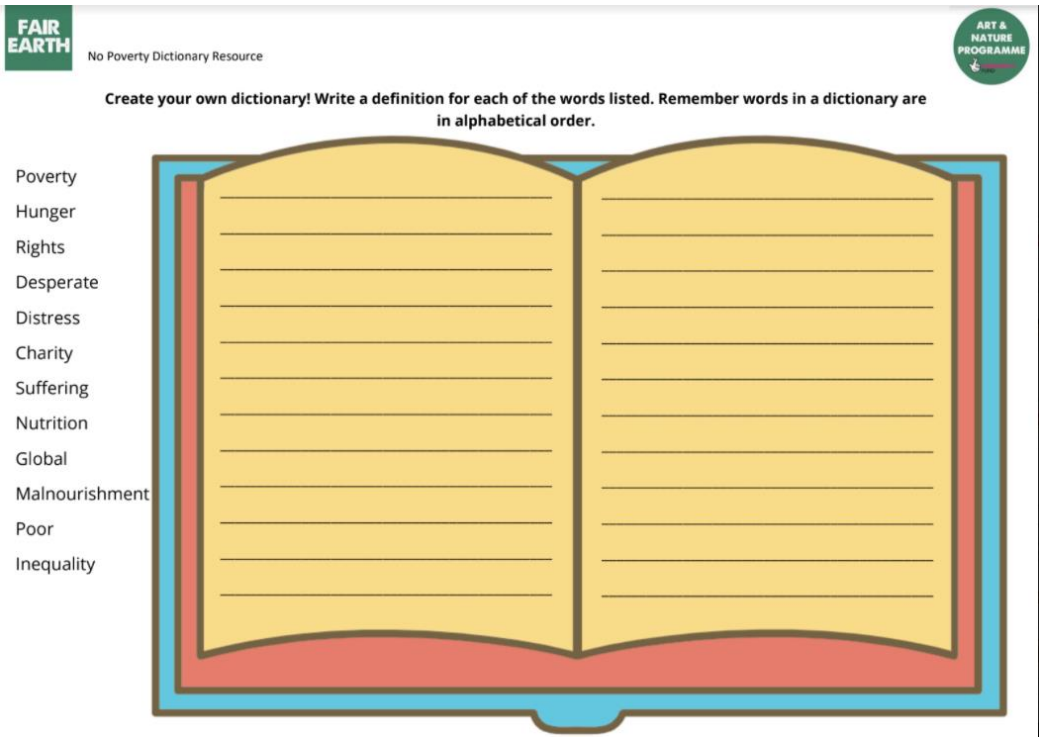
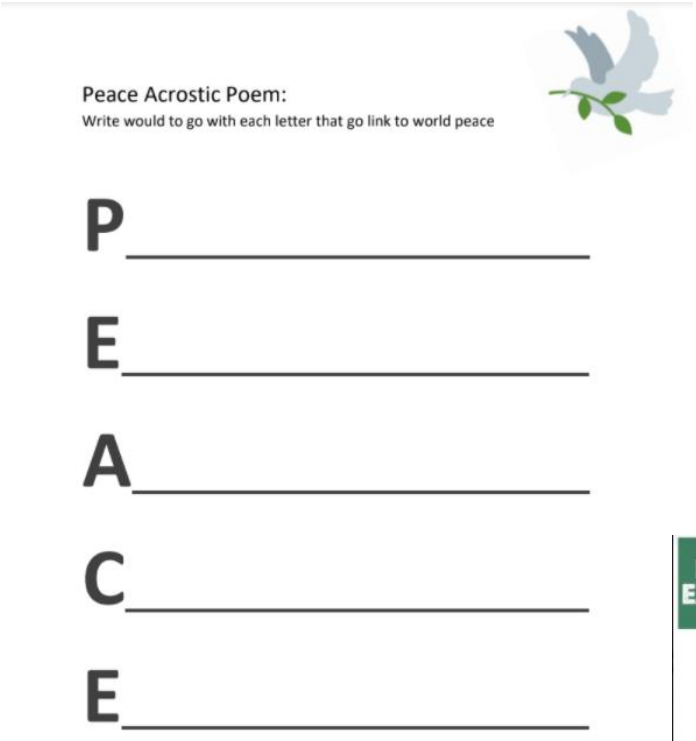


Figure 31. No Poverty Dictionary

Good Governance Resources:

Figure 32. Good Governance Resource

Global Peace Resources:



Peace Acrostic Poem:

Write would to go with each letter that go link to world peace

P_____

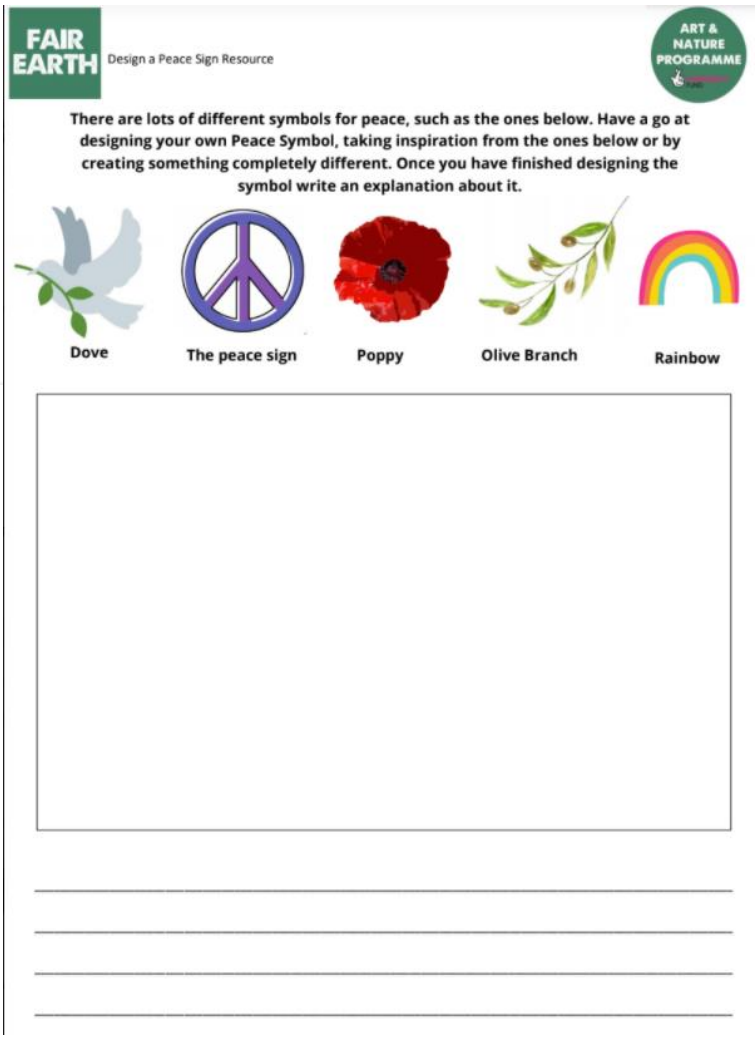
E_____

A_____

C_____

E_____

Figure 33. Peace Acrostic Poem



FAIR EARTH

Design a Peace Sign Resource

ART & NATURE PROGRAMME

There are lots of different symbols for peace, such as the ones below. Have a go at designing your own Peace Symbol, taking inspiration from the ones below or by creating something completely different. Once you have finished designing the symbol write an explanation about it.

Dove | The peace sign | Poppy | Olive Branch | Rainbow

Figure 34. Peace Sign resource