

CRAZY CLIMATE

This resource supports learning about key themes and topics through

Geography/Environmental Studies/Science: the impact of climate change on pupils in the UK/Ireland and globally; children's responsibilities; learning to examine an individual's carbon footprint; sustainable development; global warming

RE/RME: study the work of a Christian charity; stewardship; caring for our world

PSHE/PSD/PSE/Citizenship: participation; responsibilities; global awareness; global citizenship

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Climate change and poverty

Christian Aid wants to end poverty in the world. To achieve this goal, we have to tackle climate change – because the world's poorest people bear the brunt of it. They live in places that are prone to droughts, storms and floods, but do not have the means to protect themselves. As the earth gets warmer, extreme weather is set to become more intense and unpredictable. Many poor communities rely on the weather because they earn a living through farming, so when the climate changes, they are the first to suffer.

This resource encourages pupils to think about the effects of climate change – who it affects most and how it affects them. But it is not all doom and gloom: it is instead an opportunity for change. Pupils will consider how they can help stop climate chaos through their own lifestyle choices. They will learn about how climate change affects children in other parts of the world and how Christian Aid's work is helping to create a more sustainable world.

Reflection/prayer

Let's care for our climate

For the rain

Rain puts houses under water but makes the plants grow

Let's care for our climate

For the wind

Wind can tear down trees but can power a turbine

Let's care for our climate

For the sun

The sun's glare can bake the land but can heat a solar panel

Let's care for our climate

For the weather

For those who live with floods and storms and droughts

Let's care for our climate

Assembly: Climate change – it's happening now! (15 mins)

Theme: Climate change; green issues; the environment, flooding

Country focus: Bangladesh

Aim: To show pupils how climate change affects people's lives; to empathise with others; to reflect on how our actions can make a difference to people around the world.

Materials/preparation:

- Download the *Crazy Climate* PowerPoint presentation and view the photo galleries and video stories at www.christianaid.org.uk/learn (or use *Champa's story* included here).
- Source a song about rain (eg Travis *Why does it always rain on me?*).

1. Play the **PowerPoint presentation** or show the **photo gallery** as pupils arrive. Listen to a rain-related song to set the scene.
2. Ask pupils if they like the rain. Remind them that we need rain to grow food.
3. Ask pupils to listen carefully to the story about Champa to find out why she is scared of water.
4. Play or read **Champa's story**, display a photo of her and a world map highlighting Bangladesh (using images from the PowerPoint presentation).
5. Ask a volunteer to tell you why Champa is frightened of water.
6. Explain that the world is warming up, partly because there is more carbon dioxide gas (CO₂) in the air, which acts like a blanket and traps in heat. Some places don't get as much rain as they used to, which can make it hard to grow crops. But other places sometimes get too much water causing floods. In some places, storms are becoming stronger and more damaging. The most extreme floods in Bangladesh used to happen every 20 years

but now they take place every five or six years. Families have to leave their homes each time this happens, and often they have to leave behind many of their belongings.

7. Explain that CO₂ is emitted when we use energy (driving cars, flying in aeroplanes, using electricity at home and school) but we can all cut how much we use. Remind pupils that they are good at persuading adults to do things, so they should all ask their families to cut back!
8. Ask pupils for ideas on how we can cut the amount of CO₂ emitted. Eg:
 - switching off the PlayStation/TV/DVD player etc at the wall
 - walking or cycling to school
 - persuading parents to fly and drive less, and to take the train or bus instead.
9. Read the reflection/prayer.

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Lesson activities

Select from these groups of activities to introduce children to climate change issues.

Note: The activities can be built into a unit of work or used independently, but it is best to use activities from group A before progressing to group B.

A: How does climate change affect the world's poorest people?

- Download the **Crazy Climate PowerPoint presentation** from www.christianaid.org.uk/learn to use on the whiteboard as an introduction to the topic (you could prelude this lesson with the **assembly**).
- Download more **stories, photos and videos** from www.christianaid.org.uk/learn or www.globalgang.org of children's experiences of climate change.
- Show pupils one or both of the **video stories**:
Champa (Bangladesh) (www.globalgang.org/hotnews/childpower/refugees_2006.html)
Hadja (Senegal) (www.togethertv.org/video-hadja-diallo.shtml)
- **Drama activities:** *Flood!* or *Climate Changed!* Both help children understand how extreme weather conditions affect people's homes and lives.
- Photocopy **Champa's story** and **Fatimata's story** and hand them out. Read the stories in pairs or as a whole-class activity. Discuss the issues raised in the stories, such as:
 - *What is the problem in the story? How does it make people feel? How has it changed their lives?*
 - *How does the story make you feel?*
 - *What activities emit CO₂ and make climate change worse? (Eg flying, driving, cutting down trees etc.)*
 - *What do you think the person in the story does to make climate change worse? (Tell pupils that, on average, a person in the UK/Ireland emits 33 times more CO₂ each year than a person in Bangladesh).*
 - *Does the difference between what we do and what the person in the story does surprise you? Why?*
 - *What can we do to help?*
- In small groups, ask pupils to do a 'hot seating' exercise. First, each pupil writes down three questions that they would like to ask the people featured in the story. Taking it in turns, one pupil plays the role of Champa/Aissata/Fatimata/Senegalese villagers and answers the questions posed by their group.
- In small groups, pupils find out more about either Bangladesh or Senegal and how the country is affected by climate change. You can also use the **Country profiles** available from www.christianaid.org.uk/learn

B: From global to local – let's cut the carbon!

A recent survey (the RM School Gate Survey) found that children experienced sleepless nights worrying about climate change because they felt powerless to do anything about it. These activities aim to help children feel that they can make a difference by reducing their carbon dioxide (CO₂) emissions and take ownership in making that change.

1. Give pupils the opportunity to look at the following web resources and/or any other material you have to find out how they can help the planet.
 - www.globalgang.org/games/greenquiz.html
 - www.globalgang.org/games/gamezone/disasters_tips.html
 - <http://news.bbc.co.uk/cbbcnews> (search 'global warming')
 - www.recyclenow.com/
2. Split the class into small groups, allocating them one of the following categories: home; school; holidays and travel; out-of-school activities. Ask each group to brainstorm things that people can do to combat climate change. Here are some suggestions to get them started.
 - The three eco-Rs – reduce, reuse, recycle
 - Start composting with leaves, grass clippings and uncooked fruit and veg scraps
 - Save resources: start a clothes-swap scheme!
 - Recycle old mobile phones and printer cartridges using special Christian Aid envelopes. Order from 08700 787 788 (UK) or 01 611 0801 (Republic of Ireland) (quote F1294 for phones, F1273 for printer cartridges).
3. Ask each group to present their ideas, writing up all suggestions on the board.

From this list, ask pupils to choose the five actions they consider to be most important. Tally up the choices and list the five most popular actions on the poster, under 'Let's cut the carbon'.
4. Pupils can also fill in their **pledge online** at www.globalgang.org and see what other children are doing.
5. Tell everyone! Ask pupils to work in small groups. The task is to advertise one of their pledges/actions to the rest of the school. What do they think is the best way to advertise, inform and have the biggest impact? They could produce a drama for an assembly, a poster, a PowerPoint presentation or a film.

C: Play the **Trees and Chimneys** board game to consolidate learning

Copies of the game are available from Christian Aid. Call 08700 787 788 (UK) or 01 611 0801 (Republic of Ireland) (quoting F1450).

- After pupils have played the game, use the **Crazy Climate facts** to reinforce the problems and actions mentioned.

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Flood!

A drama activity for 7- to 9-year-olds

Aim: Pupils will learn how extreme weather conditions affect some of the world's poorest people's homes and lives. Children empathise with people who have been made homeless.

Materials/preparation:

- *Crazy Climate* poster
- *Country profiles*
(available from www.christianaid.org.uk/learn)
- large space (school hall ideal)
- PE mats
- PE vests or bands (or stickers) to mark out roles

Prior learning: Pupils should be accustomed to imaginative play as this drama is open ended and loosely structured.

Warm up

- Describe the weather and ask pupils to act/mime accordingly, eg *It's cold* (shiver/put on a jumper) *It's raining* (mime putting up an umbrella).

Introduction (whole class activity)

- Get pupils to walk around the room, finding space. Ask them to listen as you describe the weather and act out how they feel as they're walking. *Imagine that there is light rain, feel it on your face as you walk. The rain is getting heavier and your clothes are wet. How are you walking now? The rain is really heavy now and your clothes are soaking wet; you have to avoid big puddles. You don't have an umbrella and it won't stop raining.*
- Stop pupils and ask them how they feel. *Do you like walking in the rain? What do you want to do when you get home in the dry (eg have a bath, dry your hair, relax etc)?*
- Talk about flooding in the UK and Ireland. Pupils may have experienced flooding, or seen TV footage of helicopter rescues and the damage and disruption caused.
- Show pupils the images on the poster of floodwaters. Ask: *What happens when it doesn't stop raining? Can you go home?* Talk about what kind of problems you might face (eg homes, shops and schools are flooded, people and animals drown, crops are ruined, diseases spread as there is no clean water, etc).
- Read Gile's experience of floods from the poster.

Group activity

- Tell pupils that they are going to pretend that they are living in Bangladesh like Gile. Ask them to imagine they are in a flood situation. Put pupils into groups of four or five.
- Give each group a situation to act out. For each group, the banks of the river burst and the floodwaters start to rise.
 - (2 groups) *You are at school. What happens next?*
 - (2 groups) *You are a family at home. What happens next?*
 - (1 group) *You are doctors and nurses working in the hospital. Your job is to look after people who are sick or injured.*
 - (1 group) *You work in the Christian Aid office in Bangladesh. Your job is to make sure that people can get clean water and food to eat.*

- Make sure everyone knows what each group's role is. They could wear PE team vests/bands/stickers to identify groups. Tell them that there are some people who are having big problems but that there are also other people who are helping out. Explain that you need them to find solutions to the problems and help each other as much as possible. Give each group a PE mat which is their only 'dry land'. Tell them that if they want to move off their dry land they have to either swim (lying on tummy to move along floor) or row a boat (shuffling on bottom and rowing with arms).
- Watch the drama unfold and encourage groups to interact with each other by suggesting problems and solutions.
- Stop the drama after 10-15 minutes and tell pupils that the floodwaters have gone down but their houses have been washed away and their crops are ruined by the water. Some people and animals will have drowned and others will be very sick.

Plenary

- Ask pupils to describe the problems that they faced and how they were helped.
- Ask them what they think happens after the flood. What are the new problems (eg *being homeless, losing family members, not being able to go to school or other places that have been destroyed, dirty water in the wells, lack of food*)?
- Talk about how global warming is changing the weather so that flooding is becoming more severe and unpredictable.
- Talk about how cutting our CO₂ emissions will help keep climate changes to a minimum. Discuss ways that we can keep our CO₂ emissions low.
- **ICT:** visit www.globalgang.org to make a climate change pledge, play the Disaster Watch game and read more climate change stories.
- Visit www.christianaid.org.uk/emergencies to find out how Christian Aid responded to the 2007 floods in India and Bangladesh. You could read some of the material to your class.

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Climate changed!

A drama activity for age 9+

Aim: Pupils will demonstrate the causes and effects of climate change through mime. Pupils will empathise with people affected by climate change.

Materials/preparation: *Crazy Climate* poster; *Champa's story*; *Fatimata's story*; *Country profiles* (available from www.christianaid.org.uk/learn); large area to work; large piece of paper or whiteboard with the following mime prompts written up:

- 1 Cause of problem
- 2 Another cause of the problem
- 3 Effects of the problem
- 4 Another effect of the problem
- 5 Resolving the problem
- 6 An ideal world

Prior learning: This activity assumes that pupils will have read *Champa's story*/*Fatimata's story* and discussed the causes and effects of climate change locally and globally.

Warm up

- Pupils work in pairs – one child is A, the other B. A stands in front of B with eyes closed. B has to give A directions to move around the room safely. A needs to listen carefully to B and follow directions. Swap roles and repeat so pupils have a chance to experience both roles.
- Ask students how they felt. *Helpless? Dependent? Trusting or not?* Link this to the issues of climate change. Poor countries are feeling the effects of climate change more severely than rich countries. Many people, especially the poor, are feeling quite helpless in the face of extreme weather and more intense and unpredictable natural disasters.
- Repeat the pair work activity, but this time the pupil with their eyes shut has to call out all the words that they can think of on the topic of climate change as they are being guided. Swap roles and repeat. Ask pupils if it was harder to concentrate on the task while they were calling out words. Explain that climate change is making life much harder for many poor people who already have lots of difficulties.

Freeze drama

- Ask the pairs to team up with another pair to make groups of four. Ask the groups of four to create a freeze drama about climate change. They should interpret each mime prompt (see 'Materials/preparation') by creating a static mime or tableau (you could reveal each prompt in turn). If time is short, skip prompts 2 and 4. Give them 10 minutes to do this.
- Stop pupils after 10 minutes. Start all the groups at one end of the room. Tell them that they should show prompt 1 to start, then move on a metre, then show prompt 2, then move another metre, and so on. By prompt 6 they should have moved the length of the room. Allocate each group a section or 'channel' of the length of the room in which to practise.
- After 10 minutes, have a simultaneous practice. Each group starts in prompt 1. Call out each prompt to get them to move into the next position.

Performance/discussion

- With the audience (the rest of the class) sitting at one end of the room, select a group to demonstrate their freeze drama by starting at the opposite end and coming towards the audience. Ask the group to perform it once all the way through and then repeat. At each 'freeze', get the rest of the class to discuss what they think is happening in the tableau.
- The freeze dramas should provide great discussion stimuli to get pupils making the connection between the causes of climate change, the consequences for the world and also what needs to be done to resolve the situation.

Plenary/follow up

- Talk about cutting our CO₂ emissions and how this will help the planet. Discuss ways that we can keep our own CO₂ emissions low at home and at school. *What else needs to change to help our community become more eco-friendly?* Draw up an action plan to present to the school council, head teacher or local MP.
- Ask pupils to visit www.globalgang.org to make a climate change pledge, play the Disaster Watch game and read more climate change stories.
- Have a debate: given that climate change is already happening, whose job is it to make sure it doesn't get any worse?
- Visit www.christianaid.org.uk/emergencies to find out how Christian Aid responded to the 2007 floods in India and Bangladesh. You could read some of the material to your class.