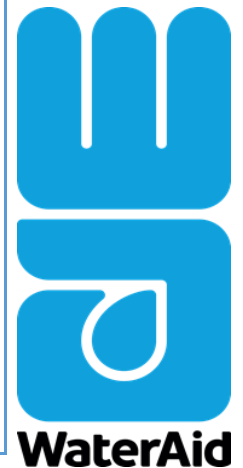


Primary School Lesson Plan — Key Stage 2 — (7-11 Years)

Lesson 2: Climate change and its impacts

Background:

WaterAid is an international not-for-profit organisation, determined to make clean water, decent toilets and good hygiene normal for everyone, everywhere within a generation. As our climate changes we feel the effects more and more through extreme weather, rising temperatures and ice melting leading to issues around too much or too little water. This makes the climate crisis a water crisis, as hundreds of millions of people across the world struggle to get clean water, pushing them further into disease and poverty.



Context:

This is the second lesson in a series of three that explain the causes, impacts and ways of managing climate change. This lesson introduces the impacts of climate change and what it will mean for our planet and how these might change over time.

Notes for teachers / educators

The activity timings should act as a guide only. Teachers should adjust timings and adapt activities according to the lesson time available and the ability of the learners.

Learning Question:

- What changes will climate change cause?

Learning Objectives:

- I can compare the impacts of climate change.
- I can explain how climate change might affect our lives.

Key words:

- Impact • Consequence • Glaciers • Environmental • Social • Economic

Curriculum link: The curriculum links are not exhaustive but offer a guide

- **Science:** living things and their habitats;
- **Citizenship:** developing confidence & responsibility & making the most of their abilities; preparing to play an active role as citizens; developing good relationships and respecting the differences between people.
- **Geography:** human and physical geography

Resources:

- YouTube film: Impacts of climate change - https://youtu.be/ZDzTnt1Y_sE
- Resource 1 – Lesson Slides
- Resource 2 - Impacts over time worksheet (print A3)
- Resource 3 - Impacts over time question sheets
- Resource 4 - Teacher activity guide
- Paper for chains

Key Question	Activity	Resource	Timing
Recap	<ul style="list-style-type: none"> ● Display slide 1 and explain to students that you will be following on from the previous lesson on climate change. This lesson is going to help them understand how climate change will impact the world and how it might affect our lives. ● Ask students if any of them know of ways that climate change cause changes to the world? What sort of things might happen? Ask them to share anything they may have heard about climate change in the media. ● Gather some responses to gauge prior understanding and to encourage a small discussion between yourself and the class. This should introduce any misconceptions that need to be tackled throughout the lesson. ● Display slide 2 – Introduce the film “impacts of climate change” embedded on slide 2 (or follow the link in the notes section). This film outlines the impacts of climate change and what it will mean for both the UK and the rest of the world. Students should watch and listen carefully to write down 5 impacts of climate change that they learn from the film. 	Resource 1 – Lesson slides Film — https://youtu.be/ZDzTnt1Y_sE	10 mins
What are the impacts of climate change?	<ul style="list-style-type: none"> ● Display slide 3 – Use the slide to reiterate the 5 main impacts of climate change that were covered in the film (temperature rise, glacial melt, sea levels rising, extreme weather and changes to our water supply). ● Ask students what could happen due to temperatures rising, glaciers melting and so on. Once these have been covered, move onto the impact of these on people's lives, animals and physical changes to our planet. The discussion might include events such as flooding or heatwaves, taking less trips to the beach or not having access to favourite foods. Encourage them to use their imagination to think of some of the things that could happen. Give prompts to help the students such as day to day activities, and big worldwide activities or events. ● Develop the discussion further by asking the following questions: <ul style="list-style-type: none"> - How could climate change impact the way people live? - How might climate change impact animals and plants? - What could this lead to? - What might the world look like if this happens? 		10 mins

Key Question	Activity	Resource	Timing
How will the impacts change over time?	<ul style="list-style-type: none"> • Display slide 4 – Split the students into groups 2-4 and assign each group one of the 5 impacts (temperature rise, glacial melt, sea level rise, extreme weather, water supply changes). • Provide the groups with an A3 copy of the impacts over time worksheet (resource 2) and a copy of their impacts question sheet (resource 3). • Ask the students to write down the ideas from the discussion onto their worksheet (resource 2). They should consider what the effect of their assigned impact of climate change will be on the world over the duration of 10, 50 and 100 years. • They should use the question sheets (resource 3) to help them in generating ideas. A copy of each of these sheets is also available on the PowerPoint as the hidden slides 5-9 which could be displayed. • Once students have written as many ideas as they can, they should swap sheets with another group that has been working on a different impact of climate change to their own and add any new ideas that they can think of. • Repeat these steps until all groups have covered all the different impacts of climate change. 	<p>Resource 2 – Impacts over time worksheet (print A3)</p> <p>Resource 3 – Impacts over time question sheets</p>	10 mins
How are the impacts linked?	<ul style="list-style-type: none"> • Display slide 5 and split the class into groups of 4. When choosing groupings, please note that. This task is best done in larger groups in lower ability classes, or in smaller groups with higher ability classes. • Explain to the students that they will be making a paper chain consisting of linked consequences. Check that everyone understands what is meant by the term ‘linked consequences’ before you explain how the activity works. Their paper chains will show how the consequences of climate change are interlinked and show how big the problem is. • Tell the class that they should begin with one loop of a paper chain. This link should be a different colour from the rest as it will stand as your centre point. You could make it from a piece of A3 paper as it will make the loop longer than others. The first loop should be labelled “climate 	<p>Resource 4 – Teacher activity guide</p> <p>Paper for the paper chains</p> <p>Tape / glue for the paper chains</p>	20 mins

Key Question	Activity	Resource	Timing
How are the impacts linked? - continued	<ul style="list-style-type: none"> ● From this central loop link a loop with a larger impact written on it that occurs due to climate change. For example, “temperature increase”. This is the start of the paper chain. ● Link another labelled loop to this with an impact caused by temperature increase, for example “increased rainfall”. ● Continue this process of linking loops together with connecting consequences of climate change until no more ideas can be generated. ● Some impacts may have multiple impacts linked off from them. If you discover an impact with multiple consequences then it is encouraged to have multiple links span from it, as many as can fit. ● No impact is too small to be added to the chain, the longer the chain the more visual the impacts will be. ● If needed display slide 6 with its question prompts to help students develop new ideas. ● For an added challenge categorise impact links by colour, with a designated colour for each impact type; environmental, social, economic. ● If possible, display the paper chains in the classroom to remind everyone of the wide-reaching impacts of climate change. 		
Plenary	<ul style="list-style-type: none"> ● Display slide 7– Students should look back at their A3 sheets and their paper chains to categorise the impacts on their sheets into environmental, social and economic. Check that the terms are fully understood. ● Once they have sorted some of their impacts the students should write their opinion on which of the impacts will be the worst and why. 		10 mins