



# Cayman Climate Education – Primary KS2

## Atmosphere Unit: Summative Project 1

Lesson SP1   What can WE do?	
<p><b>Prior Requirements:</b> This lesson should be taught at the end of the Atmosphere Mini Unit, once all the content has been covered. It should precede the summative assessment at the end of this Atmosphere Mini Unit. It provides lots of solutions and mitigations to climate change in Cayman and will help them better understand many of the different parts in the system. It is an opportunity for the children to talk to each other, suggest ideas, compare, and judge different solutions to climate problems.</p>	
<p><b>Learning Objectives:</b></p> <p>Students understand the actions that could be taken as a society to reduce the causes of climate change and mitigate their own impacts.</p> <p>Students understand some of the actions that can be taken at different levels (individual, family, school, community) to reduce the causes of climate change and mitigate their own impacts.</p> <p>Students can discuss different scenarios with each other, sharing, clarifying, and challenging ideas and then reach agreements.</p> <p>Students can assess different scenarios and rank them according to their efficacy.</p>	<p><b>NC links:</b></p> <p><u><b>Science</b></u></p> <p>Students are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.</p> <p><u><b>Social Studies</b></u></p> <p>Students are able to participate in a changing society as informed, confident, and responsible citizens.</p> <p>Students have an awareness of global issues affecting life in the 21st century.</p>
<p><b>Success Criteria. In 'child friendly' language:</b></p> <p>I can identify and explain different strategies to reduce the <b>causes</b> of climate change.</p> <p>I can identify and explain different strategies to reduce the <b>effects</b> of climate change.</p> <p>I can make suggestions about what we could do to make our lives more environmentally sustainable (or 'greener').</p> <p>I can discuss things, listen to my peers, and make suggestions within a group.</p> <p>I can put things in order of importance.</p>	
<p><b>Key Language</b></p> <p>individual, community, society, energy, fossil fuels, carbon dioxide, climate, efficiency, renewable, recycling, conservation, biodiversity, pollution, sustainable, transportation, resilience, agency, activist, advocate, campaign, policy.</p>	

### Anticipated learning misconceptions / difficulties:

Some of the children might struggle to understand that they as individuals will have less impact than larger groups. They might also not understand why governments would not act in the ways they would expect them to behave. There might be a lack of comprehension about the reasons why governments or communities would not act in their best long-term interests. If appropriate, the teacher might want to outline the financial costs of some of these programs, and that in a list (or diamond 9!) of priorities, governments would have other issues that aren't related to the environment).

Some children will struggle to come up with any real actions or solutions, and for them it might be best to think in terms of doing more of the good stuff (clean energy, electric vehicles, recycling etc.) and less of the bad stuff (fossil fuels, consumption, pollution etc.). Using the framework of what could be done on a society level (modelled in the lesson by the teacher) would also be a good starting point.

***In the presentation for this lesson there are clear and extensive notes for each slide. This corresponds to the content, but also some important details about the process of creating and working a 'Diamond 9'.***

***These should be used by the teacher.***

***The teacher should print off the slides, read over them and feel confident about some of the key concepts and vocabulary. Having the notes there will greatly help and will allow for them to be used as prompts during the lesson.***

***The presentation with its notes constitutes the lesson sequence and narrative and could be used without referring to the text below. What follows below is a rationale that needs to be read in conjunction with the presentation.***

<p><b>Introduction (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. What does 'we' mean - what are the different versions of 'we' that there are on Cayman (and in the world).</li> <li>2. Introduce the 'different versions of us': individual, family, school, community, society.</li> </ol>	<p><b>Key questions</b></p> <p><b>What can WE do?</b></p> <p><b>What does 'we' mean?</b></p> <p><b>Can you think of different groups that might be called 'us' or 'we'?</b></p>
<p><b>Main Activities (35 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the class the different impacts that different groups can have.</li> <li>2. Explain that we are going to be looking at the action that 'we' can take. We are going to look at the action that society as a whole can take (governments and all of civil society).</li> </ol>	<p><b>Key questions</b></p> <p><b><i>In which of these do you think your voice might be loudest and you might be able to make the most impact?</i></b></p> <p><b><i>Can you think of anything like this that is happening on Cayman?</i></b></p>

<p>3. Start presentation about the different things that society can do to reduce or mitigate climate change.</p> <p>4. Go through each slide and give some details and take some suggestions / comments / questions.</p> <p>5. Once the presentation is finished and the 9 actions are there, explain what a Diamond 9 is, and how it works. Do a quick example of selecting three from the 9.</p> <p>6. Put children into groups and assign them as either individuals, families, schools, or communities. Show the children the task slide (and give it to them as a handout).</p> <p>7. Give the children at least 10 minutes to come up with their Diamond 9, and then stop them.</p>	<p><b><i>Do you have any thoughts, comments, ideas, or suggestions about this?</i></b></p> <p><b><i>Do you think this is a good idea? What is good / bad about it?</i></b></p> <p><b><i>Does this seem achievable?</i></b></p> <p><b><i>Which are the most useful?</i></b></p> <p><b><i>Why do you think that?</i></b></p> <p><b><i>Are there any others that would be more useful or effective?</i></b></p>
<p><b>Plenary (10 minutes)</b></p> <p>1. Ask them to select their top three.</p> <p>2. Model some of the top 3 choices and take some comments. Possibly use the top threes to give everyone in the class a chance to choose their top one or let the groups decide.</p> <p>3. Write up some of the ideas on the board.</p> <p>4. As the class leaves, get them to write down on a post-it something that they will do as an individual that will help. Put the post-it's on display (anonymously).</p> <p>5. Over the next few weeks, ask the children how they are getting on. Encourage discussions about how hard it is to make positive changes, but how it can make you feel too!</p>	<p><b><i>Key Questions:</i></b></p> <p><b><i>How do you FEEL after learning about this? (This is to see whether the idea of action is something that makes them feel more empowered and less anxious)</i></b></p> <p><b><i>What does this lesson make you want to DO?</i></b></p>