



CURRICULUM LINKS

As above

TIME

Ideal: 3 x 45 mins.

Minimum: 1 hour

QUICK LINKS

Refer to Quick links
sheet on DVD

RESOURCES

Quiz

Reward map

'Swatter'

Post-it notes in 2

colours

3 large pieces of paper

KEYWORDS:

[Full glossary](#)

OBJECTIVES

Most pupils will:

- reflect on what they have learnt and how;
- use and apply their knowledge to inform and persuade a target audience;
- think of ways in which they can take action to make a difference.

PRE-UNIT KNOWLEDGE

Pupils should have completed the previous five units and a related action corresponding to each one, recorded in their world map reward sheet (or similar).

STIMULUS

Use a game of Splat to test your pupils understanding of the new vocabulary. Ask them to come up with some key words from all the units and write them randomly on the board (12-15 is a good number). Invite two pupils to stand either side of the board with a 'splatter' (fly swat, hand or newspaper). Other pupils ask a question, the answer to which is one of the words on the board. The two pupils compete to splat the correct word! The unsuccessful student sits down and is replaced by the pupil who asked the question.

Some useful words might be:

Energy

Fossil fuels

Renewable energy

Kerosene lamp

Solar light

Carbon footprint

Carbon dioxide

Weather

Climate change

Extreme weather

Carbon dioxide

Environment

Greenhouse effect

Solar panel



“ Pupils really appreciated having the time to reflect: looking back over their original mind map, they could hardly believe how much they had learnt! A wonderful exercise in consolidating learning and celebrating their achievements. ”

Activity: What have we learnt?

As a class, create a new collaborative mind map of everything they have learnt and compare and contrast it with the original mindmap from the start of the programme. Key themes to revisit include:

What is climate change and how does it affect people in different ways around the world? Where does energy come from? What are fossil fuels and what is the link between energy and climate change? What is a carbon footprint? Which countries have the largest? How can we reduce our energy use? What are the five sources of renewable energy? How is solar power fighting climate change and helping people around the world?

Activity: What actions have we taken?

Put up three large sheets of paper titled: individual, family, school. Give out one colour of post-its to the pupils and ask them to think of all the actions they have taken and write them onto individual notes. Encourage them to refer back to their individual reward maps. Ask pupils to stick them onto the large sheets under the correct heading. Next, give out post-its of a different colour and ask the pupils, in pairs, to think of other actions they could take in the future and place them under the relevant headings. Looking at the suggested action post-its, encourage discussion around the viability of these actions. **How realistic is it? How can we make sure some of these actions happen? Who might we need help from?**

Plenary

Explain that it is not just our own actions that count, but everyone's. **Who else can we share what we have learnt with? How shall we share it?** Show the video of the climate change rap from Unit 1 at [Quick link 1.5](#) and encourage the pupils to keep sharing their learning. Finish with a celebration of all that they have achieved. Ask pupils to complete the Quiz again to assess their learning and progress.

NOW LET'S TAKE SOME ACTION!

Allow pupils to select at least one action from the list below. When it is completed they should colour in one of the continents on their reward map. When six continents have been coloured in, the pupil should receive a Sunny Schools Certificate, ideally in an assembly.

- Organise and run school-wide competitions e.g. best class at stopping energy waste.
- Staff challenges: give a challenge to your teachers to reduce energy e.g. one week with no photocopied sheets in lessons.
- Assemblies: give the rest of the school regular updates on energy saving.
- Design and distribute information leaflets for your parents and the local community on environmental issues.
- Contribute articles to your school newsletter giving regular updates for parents on the school's environmental activities.
- Hold fundraising events.
- Make information videos or radio shows advertising your actions and encouraging others to join
- Write to your local newspaper.
- Write to your MP or local council.
- Hold debates within the school or with neighbouring schools on environmental issues.
- Run a stall at the school fete to advertise your actions and raise awareness.
- Hold a whole school Green Day or Green Week. Try to involve as many other pupils, staff and parents as possible. See [Quick link 6.1](#) for ideas.

