

Make the Link, Be the Change

INTERNATIONAL CLIMATE CHANGE PROJECT

Introduction

This pack contains Frequently Asked Questions for teachers, lessons plans and a feedback form. The lessons have been prepared specifically for the 'Make the Link, Be the Change' project. This development education project about climate change follows the success of the 2007 [Make the Link, Break the Chains](#) anti-slavery project. We hope that the project will be exciting, insightful and engaging.

Who is participating in the project?

Students and youth organisations from 12 countries are taking part; from Bangladesh, Philippines, Indonesia, El Salvador, Brazil, Ecuador, Haiti, Senegal, Kenya, Malawi and Sierra Leone and UK.

Lesson content

Each of the 14 lesson plans contains a number of hyperlinks to the [Plan-ed.org resource centre](#). The resources are comprehensive - everything required to teach should be found either within this document or linked to it. The lessons will cover 3 core areas of climate change: impact, mitigation and adaptation. The lessons will also look at advocacy and action. The case studies and support materials have been drawn from experiences of children around the world.

The lesson plans have been developed in consultation with international Plan offices. In addition, we have also designed lessons specifically for UK schools which focus more on the mitigation of climate change than direct impacts.

We hope teachers and youth leaders participating in this project will be able to commit to at least 9 core lessons in the academic year 2008 / 2009. The purpose of these resources is to provide a platform for learning, as well as baseline information about climate change. However, we do not want to be prescriptive and would encourage teachers to adapt resources to local contexts, curriculums and audiences. For example, you may decide to only use 1 activity instead of teaching a whole lesson or adapt worksheets to include local/regional examples.

How is the project facilitated?

All work will be shared via the [Planschoolslink.org](#) website, and through updates on the [Plan-ed.org](#) website.

The international Project Team is based at Plan UK, and there is a National Co-ordinator in each country involved in the project. These staff are available to facilitate learning and respond to any queries you may have. Please do not hesitate to contact us.

This programme of work is free to use as an educational resource, but subject to strict Plan / NML copyright regarding commercial use and distribution. For details please see [terms and conditions](#)

Frequently Asked Questions for Teachers

1. Partners – who is facilitating the Project?

The project will be delivered by Liverpool World Museums and the UK country office of children's charity Plan international.

a) Liverpool World Museum (UK partner) <http://www.liverpoolmuseums.org.uk/>

National Museums Liverpool (NML)'s mission is to promote the public enjoyment and understanding of art, history and science. This is achieved through exhibitions, education, consultancy, archaeological excavation and fieldwork, scientific and historical research and building and collection care. In the past 10 years, National Museums Liverpool has won 18 national and international awards for education, tourism, architecture and scholarship.

The museum provides educational programmes and activities for school children, young people and adults, serving almost 480,000 students a year through formal learning initiatives alone

b) Plan International <http://www.plan-international.org/>

Founded over 70 years ago, Plan is one of the oldest and largest international development agencies in the world. Plan works in over 60 developing countries across Africa, Asia and the Americas.

Plan's vision is of a world in which all children realise their full potential in societies that respect people's rights and dignity.

Plan works with children, their families, communities, organisations and local governments to implement programmes at grassroots level in health, education, water and sanitation, income generation and cross-cultural communication.

2. What's the timeline for the project?

8 Jul 2008	Project launched to teachers in UK with live video link between students from Sierra Leone and UK.
Aug – Sept 08	<ul style="list-style-type: none">- Plan UK train international staff on the project- Lesson plans translated into local languages- Finalised UK syllabus/M&E forms circulated to teachers
Sept – Oct 08	<ul style="list-style-type: none">- UK teacher training in Liverpool- In-country Plan staff train international teachers- Plan UK distributes website usernames to teachers- Teachers register students online, generating usernames for students
Oct/Nov 08	<ul style="list-style-type: none">- Pre-project evaluation forms completed by students, teachers and Plan International staff- Teaching period begins
Oct 08 – July 09	Teaching period (9-14 lessons including 3 computer based lessons)
Final month of project (Apr/ May/June/July 2008)	Post-project questionnaire completed by students, teachers and Plan International staff

3. How many schools/youth organisations are involved?

Over 75 – 50+ schools from the UK and 25 international schools/youth organisations.

4. Where can I find all the teaching materials?

All the project's worksheets, issue files, child testimonies, lesson plans and reference materials are downloadable from Plan UK's Development Education site:

<http://www.plan-ed.org/climatechange/>

Alternatively you can click on the hyperlinks (underlined in blue) within each lesson plan to download the specific resources you need for each lesson.

5. What countries are involved?

13 countries across 4 continents: UK, Sweden, El Salvador, Ecuador, Haiti, Brazil, Sierra Leone, Malawi, Senegal, Kenya, Bangladesh, Philippines, Bangladesh and Indonesia.

6. What will students learn?

Through the project, students will learn and be encouraged to take appropriate action about the work of the 3 Intergovernmental Panel on Climate Change (IPCC) working groups;

1. Impacts of climate change – what will happen, who will it happen to?
2. Mitigation strategy – What can we do to stop it? – behavioural change
3. Adaptation strategies – How can we adapt to life in a changing climate?

7. Objectives – what is the project aiming to achieve?

- An education project occurring simultaneously in 13 countries, with specific policy / advocacy outputs – young people mobilising to take action at appropriate levels.
- Give participants a greater understanding of climate change, and the tools necessary to take action.
- Foster behavioural change and global citizenship in young people
- Provide educational climate change resources – enter new educational area, how children in vulnerable regions are being affected by changing climate
- Participate in the national and global Copenhagen roadmap activities – producing pilot projects and case study material towards global push for mainstreaming of climate change education
- Increase educational links with national organisations and bodies involved with climate change

8. What key stage are the lesson plans aimed at?

Age 13 upwards.

UK schools - Key stage 3. At this academic level the global dimension becomes an integral part of the curriculum and there is more space for a themed project. The lesson plans may also be used for Key Stage 4 students.

9. I won't be able to access an ICT lab/computer room in every lesson. Can I still participate?

Yes. You will only require internet access for 3 of the lessons during which students will communicate with international students and upload their work.

10. There are 13 countries involved in the project. Are we all following the same syllabus?

Yes, broadly. However, the lesson plans for international schools consist of a skeleton syllabus which can be adapted to local contexts and national curricula, whilst the UK syllabus is mapped to the national curriculum. The international syllabus will focus less on mitigation than the UK and more on the immediate impacts of climate change in the community.

11. How are marginalised students engaged in the project?

The project is designed to be inclusive, with lesson plans based around key climate change topics, and more advanced activities in the teachers' notes if required. In addition, if computers and/or internet access are unavailable, students can send their work to their Plan facilitator to upload.

12. Which subject areas are relevant?

UK syllabus - Lessons are mapped to the 2007 Geography and Citizenship national curriculum but other subjects are relevant, e.g. art and science. We are aware that a new KS3 geography syllabus will be implemented in 2008 – the Make the Link project should be more closely aligned to 2008 as it encourages international links and wider thinking about global systems.

International syllabus – The skeleton syllabus is designed to be flexible, to fit in with a number of different subjects, e.g. social sciences, humanities, civics education etc. Some of the activities can be used as stand-alone activities which can be integrated into existing national curriculum lessons. Some countries will be setting up after school/Saturday clubs for the project.

13. I am not a Science teacher – how will I address the science of climate change?

Some science-related worksheets are incorporated into the project, but the focus of the lessons is more about the engagement of young people around the themes of climate change impacts on daily life, as well as coping mechanisms, advocacy and action.

14. I have already completed my planning for next term. Can I still take part?

Yes, you can begin the project at any time, but it is advisable to begin by Dec/Jan 2008 to ensure an adequate level of online activity and interaction by students.

15. There are 14 lesson plans. Do I have to teach every lesson?

No, not necessarily. There are 9 core lessons which schools are advised to complete. The other 5 non-core lessons are for schools who wish to engage deeper with the project.

16. I would like to involve more than one class in the project – is this possible?

Yes –invite as many students to participate as you like – 1 class or a whole school year! However, please bear in mind the extra marking of homework scripts and access to computers.

17. Is the website secure for children to use?

Yes – the website complies with Plan UK's strict child protection policy. It is password protected. Various levels of security are built into the website (students, teachers and Plan/NML staff) to monitor and protect the project from abuse.

18. If I have any queries, who do I contact?

UK Schools: Contact Enes Senussi at National Museums Liverpool.

International schools: Contact your in-country Plan facilitator

Sierra Leone: Janette Garber

Malawi: Rosemary Chimsewu

Senegal: Aly Faye

Kenya: Julius Okeyo

Ecuador: Ana Luisa Salzarulo-McGuigan

Haiti: Jean Kesner Michel

Brazil: Alexandre Lima

El Salvador: Mercedes G. Garcia

Bangladesh: Mahfuzar Rahman

Philippines: Baltz Tribunalo

Indonesia: Vanda Lengkong

If you have any questions about the global element of the project, contact Caroline at Plan UK caroline.mccarthygarcia@plan-international.org.

19. What happens after the project ends in July 2009?

- A body of students' work will be displayed at National Museums Liverpool.
- The project's website will host work uploaded by students over the year.
- The site will remain open for students to communicate online.
- If you would like to continue linking students in the UK to schools overseas, you could join Plan UK's School Linking Programme which links children in the UK with schools in Africa and China <http://www.planschoolslink.org/>. The programme develops students' cultural awareness, contributes to curriculum development and helps you achieve the International School Award.

Make the Link, Be the Change

INTERNATIONAL CLIMATE CHANGE PROJECT



Core		Core		Core		Core		Core		Core	Core	Core	Core
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Lesson 1

Location: Classroom

Time: 1 Hour

Equipment Required: Printouts [Worksheet 1](#), [Issue File: Greenhouse effect](#) [Issue File: What is climate change?](#) [Worksheet 2: Flags Matching exercise](#)

Title: What is climate change and who is being affected?

Learning Objective:

To enable students to recognise climate change as a global issue, and that its impacts vary in different parts of the world.



Starter:

Introduce the project to students with the following information:

'Make the Link, Be the Change' is an international climate change project involving 12 countries, all working through the same syllabus over 1 school year - UK, Bangladesh, Indonesia, Philippines, Kenya, Malawi, Sierra Leone, Senegal, Brazil, Ecuador, Haiti & El Salvador. There will be 3 opportunities to communicate (via emails, blogs etc.) with international schools and students working on the project.

Display [Worksheet 1](#) - ask students to identify which country is which.

Main:

Hand out [Issue file: Greenhouse Effect](#) and [Issue File: What is climate change?](#) Ask students to read the issue file and answer the questions as a class.

Ask students to think about the local environmental issues affecting them in their country. Note these on the board.

Plenary:

Hand out [Worksheet 2: Flags Matching exercise](#) Ask students to match each flag with its country's name.

Extension / Homework:

Ask students to write a short piece entitled: 'Why is it important to think about young people in other countries when learning about climate change?'

WORD BANK

BLOG: A blog is an online journal on the web where students can write about their activities and post items for other students to view.

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Location: Classroom
Time: 1 Hour

Equipment Required: [Worksheet\(s\) 3](#)

Title: Environmental problems in your community

Learning Objective:

To enable students to recognise how climate change will impact on young people in different parts of the world.



Starter:

Hand out children's testimonies from participating countries: [Worksheet\(s\) 3](#)

Main:

Ask the class the following question:



'What are the causes of these environmental problems in your community?'

Note the answers on the board

- Ideas:
- Deforestation
 - Inappropriate agricultural techniques
 - Over use of irrigation
 - Overpopulation
 - More or less rainfall
 - Water security
 - War or conflict
 - Food security

Plenary:

Short written exercise or discussion based on the question: 'Are any local environmental problems related to global climate change? How?'

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Location: Classroom

Time: 1 Hour

Equipment Required: [Worksheet 4: Photos](#)

– [Global impacts](#) , [Worksheet\(s\) 3 Issue File: Climate change impacts](#), [Worksheet 5: Annotated Map](#)

Title: Who will be affected?

Learning Objective: To enable students to recognize climate change as a global issue which affects people differently in different parts of the world.



Starter:

Ask students the question:



‘What are the risks of climate change to children all over the world?’

Note the answers on the board or have a class discussion

IDEAS: Flooding, Storms, Drought, Landslides, Famine

Main:

Display [Worksheet 4: Photos – Global impacts](#) on a projector or hand out child testimonies - [Worksheet\(s\) 3](#)



Ask students the question: ‘Are climate change effects the same for everyone?’

Then ask them to write about or discuss the question:

‘Who and where will suffer if nothing is done about climate change?’

Prompts:

- Who in the community? – Are children and the elderly most at risk?
- What will happen to families? Will there be enough food for everyone?
- What will happen at country level? Will rural and urban areas suffer differently?

Ask students what problems may arise as a result of climate change, and in which countries (provide Issue File: Climate change impacts to assist students if required)

Example answer: [Worksheet 5: Annotated Map](#) which includes quotes from children about environmental issues.

Plenary and Homework:

Ask students to interview a friend, family member or village elder about their views on the environment and how it has changed over the past 20 years. Try to get students to design their own questions.

Ask students to write up a summary of the responses and present it to the class, for example:

1. Has the weather changed over the past 20 years? How?
2. Have the crops we grown changed?
3. Do you think that environmental problems are caused by people or by nature? Why?
4. How has the community changed to cope with environmental problems?

Extension

Hand out [Issue File: Climate change impacts](#).

FORUM PREPARATION – Ask students to think about how climate change is affecting communities around the world. Then ask students: ‘What do you think people are doing to cope with their environmental problems?’

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Location: Computer Lab
Time: 1 Hour

Equipment Required: [Issue File: Greenhouse effect](#), computers with internet to access: www.planschoolslink.org. Individual user names & passwords

Title: Communicate!

Learning Objective:

To enable students to recognise the greenhouse effect and tell international students what action they are taking to cope with environmental change.



Starter: What is the Greenhouse Effect?

Hand out the [Issue File: Greenhouse effect](#). Present or read out the following information to students:

- Smoke pollution (a mixture of green house gases) in the atmosphere traps the sun's rays and causes the earth to heat up. In some places this causes storms and droughts. The more pollution that goes into the atmosphere, the more problems there will be.

Main:



- Ask students the question: 'How do people adapt to environmental change in your community?'
- Ask students to think about the differences between rural and urban areas.

Open www.planschoolslink.org

- Ask students to log on by entering their personal user-name and password
- Go to 'my blog'
- Ask students to post a message in their personal blog, describing one environmental challenge in their community and the ways people are coping.

EXAMPLE: Anish, Indonesia.

- My father is a farmer. He has made floating gardens because his crops were washed away by floods
- Land is affected by drought so many people from my community have migrated to the city to find work.

International feedback point 1
Communicate with international students!

Extension Activity:

Ask students to edit their personal profile by logging on to www.planschoolslink.org and uploading their picture and details in 'my profile'. They can browse for other students participating in project on their profile page. Ask students to make contact with 2 other young people participating in the project either via messaging, or by commenting on their blogs.

WORD BANK

BLOG: A blog is an online journal on the web where students can write about their activities and post items for other students to view.

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Location: Classroom
Time: 1 Hour

Equipment Required: [Worksheet\(s\) 3](#) ,
[Issue File: Climate change impacts](#)
or search in www.plan-edresources.org

Title: Realise the links

Learning Objective:

To enable students to recognise that parts of the way people live can have a bad effect on other communities and the environment.



Starter:

Hand out [Issue File: Climate change impacts](#) and [Worksheet\(s\) 3](#)

Ask students the question: 'Do other countries have similar problems to your community?'

Note the answers on the board.

Main:

Hand out Issue File: Greenhouse effect.

Ask students to respond to the following question in groups: 'Are there any links between local environmental problems in your community and global problems of climate change? Ask each group to write down 1 link and present their idea back to the group.'

EXAMPLE: If we pollute the atmosphere with smoke, the community will suffer more from floods. Why? – because more smoke in the air leads to an increase in temperature. This will cause sea levels to rise – rivers burst their banks and flooding happens.

Plenary:

Ask students to discuss the question: 'What is the most environmentally harmful activity that happens in your community?' Note the answers on the board.

IDEAS:

- Burning rubbish
- Cutting down trees
- Throwing waste in street
- Poor farming techniques

Ask students to decide the worst activity (environmentally) at

- school
- home
- in the community

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Location: Classroom

Time: 1 Hour

Equipment Required:

Paper, pens, colouring material

Title: Why are international relationships important?

Learning Objective: To enable students to recognise that communities and countries must work together to tackle environmental problems. To solve a global problem, you have to work locally in your community.



Ask students the question:



'Why is it important to talk to people from other communities and countries?'

IDEA: By understanding the challenges of climate change and talking to other people, we are able to realise that some people are more affected than others, and therefore we all need to act.

Main:

Ask students to think of an environmental problem in their community, e.g. litter, deforestation, waste of electricity. Ask them to design a poster about what can be done to reduce the problem.

EXAMPLE POSTERS:



Plenary:

Ask students to display their posters to the class.

Ask students the question: 'Where could the posters be displayed to have maximum impact?'

Ideas: at school, a bus or rail station, local community centre.

Extension or Homework:

Ask students to write a short marketing plan for their poster listing 5 ways of distributing it and 3 influential people to send it to.

Ideas: Students could send the poster to the Head teacher, a local newspaper journalist or a local politician.

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Location: Classroom
Time: 1 Hour +

No equipment required

Title: How can your country reduce its impact?

Learning Objective: Having looked at how people change the way they live locally, students learn what can be done at national and international levels to improve the environment.



Starter: International comparison. Some countries create more pollution in the atmosphere than others. Therefore these countries have a higher carbon footprint. Look at the table below

(http://en.wikipedia.org/wiki/List_of_countries_by_carbon_dioxide_emissions)

Country	Annual CO ₂ emissions (000s metric tonnes)	World Ranking
UK	587,261	8
Indonesia	378,250	14
Brazil	331,795	16
Philippines	80,512	43
Bangladesh	37,165	66
Ecuador	29,268	73
Kenya	10,588	91
El Salvador	6,167	107
Malawi	4,993	114
Haiti	1,756	145
Senegal	1,045	156
Sierra Leone	994	158



Ask students:

'What is your country's ranking? Are you surprised by any of the figures?'

Main: National Policy

Split the class into 4 groups. Ask students the question: 'How can government encourage better environmental behaviour?'

IDEAS: subsidies, tree planting breaks.

Plenary:

Ask a representative from each group to present their national policy recommendations to the class. Ask students to decide their top 4 policy recommendations as a class. The policies should reflect student opinion and aim to reduce the negative impact of climate change on the environment. If possible, policies should use benefits or rewards and penalties (tax) or punishments.

Extension / Homework:

Ask students to choose one of the following roles and decide how you would improve your country's environment. 1. Environment Minister 2. Community Leader 3. Head teacher

WORD BANK: **CARBON FOOTPRINT:** This is a measure of the impact that someone's activities will have on the environment, measured by the amount of carbon dioxide produced.

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Location: Classroom
Time: 1 Hour

Equipment Required:
[Worksheet 6: Example school plan](#)

Title: How environmentally friendly is your school?

Learning Objective: To enable students to design and carry out a school survey to find out how environmentally friendly their school is.



Starter:

Ask students to discuss ways in which their school may save and waste energy. Write their answers on the board.

IDEAS: electricity usage, heating.

Main:

Ask students to design a plan of the school's layout, including classrooms, corridors, kitchens, playground etc. See example [Worksheet 6: Example school plan](#) which students can adapt for their own school.

Tell students that they will be carrying out a survey of energy use and energy loss in school. Ask them to discuss and write down as many questions as they can to answer during their surveys.

E.g. How many lights are on unnecessarily?



Are the corridors being heated/cooled too much?

How many doors or windows are open unnecessarily?

How many taps are dripping?

Ask students to carry out a survey of the school using the layout and questions from the previous tasks.

- Give a set time to students to return to class.
- Split the class into groups – each group is to survey different areas of the school.
- Students can make additions to their map if they discover extra issues during their walkabout.

Plenary:

Ask students to collate key findings on the board – one member from each group writes 3 points from their survey, good or bad.

Extension or homework:

Ask students to write up the results of the survey into an 'School Energy Report'. Ask them to map the high and low energy areas and suggest 3 ways of making the school more efficient.

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Location: Classroom
Time: 1 Hour

Equipment Required:
[Worksheet 7](#)

Title: Create a plan for a more sustainable school or community

Learning Objective: To enable students to create a plan for making the school or community more sustainable and do more to protect the environment.



Main:

Ask students to read [Worksheet 7](#)

Ask them to think the types of changes outlined in the table, and ask them to fill in the gaps in the 'Category' column with the following headings:

- Changes in buildings
- Food/agriculture
- Education
- Forestry
- Energy

Building on the results of the school survey and energy report from last lesson, ask students to draw up a School Protocol including the following information:

- 5 ways in which the school can become more energy efficient
- Could the Protocol be enforced in reality?
- Will there be punishments for people who did not follow the Protocol?
- How the Protocol could be presented in a way that can be understood by the whole community?

Plenary:

If you worked for an organisation that could help people adapt to climate change, what 3 things could you provide for each of the following problems?

1. Flooding of homes
2. Drought-affected crops

Homework or Extension:

Ask students to choose one thing that your community has already changed to cope with an environmental problem. Ask them to describe:

- What it is
- How it works
- What it looks like (photos or drawings?)

WORD BANK

SUSTAINABLE: Using nature in a way that will not permanently destroy it for future use.

ENERGY EFFICIENT: Products and systems that use less energy to perform as well or better than standard products.

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Location: Classroom
Time: 1 Hour

Equipment Required:

Issue file: Famous campaigns , Issue File: Timeline to global consensus

Title: Advocacy – Make your voice heard

Learning Objective: To enable students to design an appropriate local campaign for reducing their impact on climate change.



Starter:

Ask students to read [Issue file: Famous campaigns](#). Lead a discussion about what campaigns have achieved in the world and how most campaigns start from humble beginnings.

Ask students the question:



‘Are there any local campaigns about environmental issues in your area?’ What do they focus on? Which issues need attention?’

EXAMPLE of a local campaign: “RARE Pride Campaign” organized by a local NGO in Sierra Leone aimed to increase support and knowledge of ecosystem protection. It involved songs about wildlife, puppet shows, car stickers and television spots. People’s knowledge of the effects of timber harvesting and coal burning increased as a result.

You may also hand out/refer to [Issue File: Timeline to global consensus about climate change negotiations](#).

Main:

In pairs, ask students to design a campaign for their community or school advocating action against climate change. Ask students to think about what is: *Realistic, Achievable and Measurable*.

Encourage students to start small by identifying which decisions and behaviour they can affect.

- IDEAS
- Introduce tree planting schemes by making a presentation at school
 - Introduce recycling schemes (it takes less carbon to recycle than produce new products)
 - Organise a litter pick up in your local streets/beaches/forest etc.
 - Write to local politician
 - Join local pressure group or sign local petition
 - Start a ‘grass roots’ organisation – perhaps via an online group or a lunchtime club.
 - Contact local radio station to broadcast your campaign

Extension / Homework:

Task for students: Choose one way the community has changed to cope with its environmental problems. Describe how it works, what it looks like and any other information. Students can take photos or draw a picture of it.

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Location: Around school or in community
Time: 1 Hour

Equipment Required (optional): Video camera, camera, tape recorder, paper for posters etc.

Title: Act! Use your voice and actions to combat climate change

Learning Objective: Students to act on climate change – to do something however small to raise awareness of climate change and set up an environmental initiative.



Starter:

Ask students to review the brief and campaign plans from Lesson 10.

Main:

Ask students to think about how they are going to implement the campaign plan around school or in their community

Using the plan drawn up in lesson 10 and completed for homework, send students out into the school to implement action plans. These may include:

- Poster campaigns
- Writing letters to: heads of department, senior management, local councillors or politicians.
- Setting up school recycling points
- Forging links with external organisations or other schools recycling schemes.

Ask students to document their action by taking photographs, screen shots or audio recordings of what they did. This can be shared with all other schools participating in the project via www.planschoolslink.org forums and blogs.

Plenary:

Ask students to write up their campaign into an action plan which can be implemented in the next lesson or over the next few weeks.

Extension or Homework:

Ask students to try and build support for their plan. Encourage them to speak to as many people as possible: family, friends, teachers or youth groups. They could also design a petition.

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Location: Computer Lab
Time: 1 Hour

Equipment Required Computers with Internet and access to www.planschoolslink.org

Title: Global Youth Action on Climate Change

Learning Objective: To enable students to communicate their action on climate change with other participants of the Make the Link, Be the Change project.



Starter:

Ask students to review what action took place last week within school, discussing the best ways to summarise activity for a global audience so that it is understood by everyone participating in the project.

Main:

Ask students to log on to www.planschoolslink.org and carry out the following instructions:

- Enter your personal user-name and password
- Click on 'Climate Change Forums' on profile page
- Post a message on the 'Climate Change Action' forum briefly describing your campaign and what you did. Along with the description, upload (place on the website) your photos, audio recordings or videos for all to see.

International feedback point 2
Communicate with international students!

EXAMPLE 1: Steven & George from Kenya

We campaigned for tree planting in the school grounds. We made a presentation to all students and staff about the benefits during school assembly. We contacted local environmental NGOs and the local council to supply the trees. After 1 week, we received a reply from an NGO who has agreed to supply the trees. This has a positive effect on climate change as the trees absorb carbon dioxide and help prevent soil erosion. We will help plant 40 trees.

Steven & George put photos and a presentation on the website for other s to view.

EXAMPLE 2: Natti from Philippines

We campaigned for a school-wide coastal clean up on our local beach. We placed posters in all public areas of school including the staff room, classrooms, library etc. This has a positive effect on climate change because some of the litter is recyclable, e.g. plastic bottles. Recycling saves energy by reusing resources. In addition, the clean up improved the appearance of the beach and decreased risks to wildlife.

Natti put photos and a poster on the website for others to view.

Plenary:

- Ask students to read about what has been going on in other parts of the world in the Make the Link, Be the Change Project. Then ask them to post comments in the forum and try to answer questions or comments from other students involved in the project.

Extension or Homework:

Ask students to write a short summary of what campaigns and actions are going on around the world within the Make the Link, Be the Change project.

Make the Link, Be the Change

INTERNATIONAL CLIMATE CHANGE PROJECT



Core		Core		Core		Core		Core		Core	Core	Core	Core
1	2	3	4	5	6	7	8	9	10	11	12	13	14

Location: Classroom
Time: 1 - 2 Hours

Equipment Required: Materials as appropriate

Title: Creative Interpretation of Climate Change issue

Learning Objective: For students to complete a creative interpretation of the project to demonstrate what they have learnt and highlight the most important messages. Will their behaviour change as a result of the project?



Ask students to review the project by asking the question:



'What have you learnt over previous lessons?

Note students' points from the discussion on the board.

Main:

Introduce the idea of creative interpretation. Encourage students to think about methods of representing what they have learnt and how they want to continue the work, using alternative media.

Split students into groups of 3-5. Allow them 20 minutes to work collectively to come up with an idea and plan the project - what they will produce and who will be responsible for what. Ask groups to break out into individual areas of the classroom to work on their project plans.

IDEAS

- Drama: Small play about the impacts for children in participating countries
- Artwork: Images of impacts all around the world or images of actions to reduce carbon consumption
- Music: Research into songs with environmental messages or composition of song about climate change
- Journalism: Writing a report to encourage a change in carbon consumption in the local community

Plenary

Ask students to read about what has been going on in other parts of the world in the Make the Link, Be the Change project. Ask students to post comments in the forum and try to answer questions or comments from other students involved in the project.

Extension or Homework

Ask students to write a short summary of what campaigns and actions are going on around the world within the Make the Link, Be the Change project.

Make the Link, Be the Change

INTERNATIONAL CLIMATE CHANGE PROJECT



Core		Core		Core		Core		Core		Core	Core	Core	Core
1	2	3	4	5	6	7	8	9	10	11	12	13	14

Location: Computer Lab
Time: 1 Hour

Equipment Required Computers with Internet and access to www.planschoolslink.org

Title: Share creative interpretation

Learning Objective: Students to communicate their feelings, creative interpretations and experiences of the Make the Link, Be the Change project with other students (UK and International) participating.



Starter:

- Review creative projects from last week

International feedback point 3
Communicate with international students!

Main:

Open URL

Log on to www.planschoolslink.org

- Enter your personal user-name and password

- Go to 'My Blog'

- Post a new blog about your experiences during this project and the key points you have learnt

- Post a message on the 'Creative Projects' forum briefly describing your creative interpretation. Along with the description, upload your word files, photos, audio recordings or videos.

EXAMPLE 1: Rupali, Bangladesh

We produced a small drama play highlighting the need for our local government to install an early warning system for floods so people can move their families and livestock to higher land before the floods occur.

EXAMPLE 2: Class 9c, Recife, Brazil

We produced a wall mural highlighting the environmental problems in our community. As everyone walks past they notice that children are active in fighting the problems, and that those who cause the problems are accountable to us.

Plenary:

Ask each group to give feedback to the class about what they are doing for the project.

Suggest ideas and improvements and ask the class to feedback on each other's project ideas.

Set a time for projects to be completed (either one hour extra if a double lesson, or as homework exercise)

Extension or Homework:

Ask students to complete the creative project and document it. All projects will be shared on the www.planschoolslink.org website.



Make the Link, Be the Change

INTERNATIONAL CLIMATE CHANGE PROJECT

Title: **Feedback on Scheme of work**

Please fill out this form to give feedback on the project syllabus so we can continue to improve our resources.

School

Number in Class

Teacher

Email

	Rank (1 Disagree, 5 Agree)				
	1	2	3	4	5
1. The learning objectives were clear Comments:					
2. The stimulus and supporting resources presented the issues well Comments:					
3. The teacher instructions and pupil directions were clear Comments:					
4. The syllabus was intuitive and relevant to students Comments:					
5. The resources work correctly pitched to KS3 level Comments:					
6. The students were engaged by the project and explored the issues Comments:					
7. The international links and ICT forums engaged the students Comments:					

Please inform us of any aspects of the activity that were especially noteworthy (either negative or positive):

- How you think the activity might be improved, or adapted to suit your situation better.
- The kind of written activities which you might look for evidence of learning.
- Any interesting/unexpected outcomes, e.g. social action, community contacts etc.

Comments

Improvements

Please print and return feedback form to : **Development Education, Plan UK, 5-6 Underhill Street, London, NW1 7HS**, or email to plan-ed@plan-international.org.uk For further feedback call 0207 7482 9777