



# LCAW London Climate Curriculum

## Four lesson plans on the Global Goals and Climate Change – Key stage 2 & 3

### Lesson plan 1

**Campaigning for the Global Goals**

**Context**

The week of 26th June to 4th July 2021 is London Climate Action Week. This year all London schools are invited to take part on a **Tuesday 29th June** at our first Schools Climate Summit. It's a great opportunity to link curriculum based climate change learning with global and social learning for the Sustainable Development Goals and encourage pupils to practice social action for change. We have created four lessons to help you in the period leading up to the Schools Climate Summit. All are independent so you can use them flexibly to suit. Each of the lesson plans are available here: <http://www.london sustainable schools.org/london-climate-action-week-2021.html>

### Lesson plan 2

**Is there really anything we can do about Climate Change?**

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### Lesson plan 3

**Practical ways to reduce London's climate risks**

**Context**

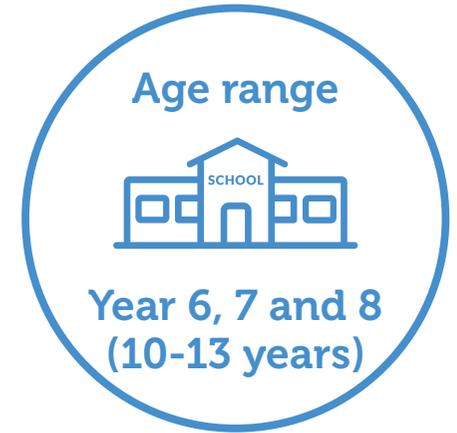
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### Lesson plan 4

**Engaging with your MP on London's Climate Issues**

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# Campaigning for the Global Goals

## Context

The week of 26th June to 4th July 2021 is London Climate Action Week. This year all London schools are invited to take part on a **Tuesday 29th June** at our first **Schools Climate Summit**. It's a great opportunity to link curriculum based climate change learning with global and social learning for the Sustainable Development Goals and encourage pupils to practise social action for change. We have created four lessons to help you in the period leading up to the Schools Climate Summit. All are independent so you can use them flexibly to suit. Each of the lesson plans are available here:

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# Learning outcomes

- To become familiar with the Global Goals and some of the targets behind the Goals
- To understand how the Climate Goals fit into the Global Goals
- To identify ways that London's citizens can be part of London's solution for climate and the Global Goals

## Step 1: Introducing The Global Goals

 **15**  
mins

**Explain that:** *over the month of June pupils are going to be learning about London's climate risks and planning what they can do to help tackle the problem in London.*

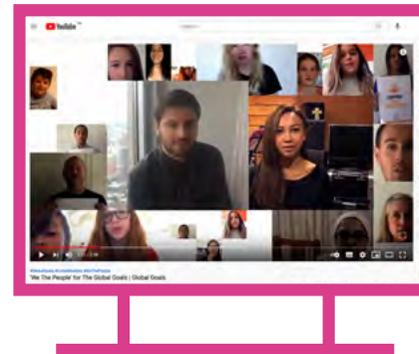
Write on two separate pieces of paper the following questions:

1. 'What do you think are the biggest problems in the **world**?'
  2. 'What do you think are the biggest problems in **London**?'
- Split the class into two groups and give each group one of the above questions. Give students 5 minutes to discuss and write down their different ideas.
  - Bring the class back together and ask each group to nominate someone to read out ideas. Write these ideas on the board.

- Ask students to consider *what the differences are between Global and London specific problems. Raise a discussion as to why students think this might be.*

Project the Global Goals grid onto the board and see if students can work out which of the problems they have come up with match with which Goal - <https://www.globalgoals.org/resources>

- Leave some time to time to talk about language as students may not understand all the language used – e.g. **'What is innovation and infrastructure?'**



- Show students **We Are The People:** <https://www.youtube.com/watch?v=RpqVmvMCmp0&t=3s>
- If pupils do not already know about the Global Goals, *explain that in 2015 the United Nations and all the World's governments – including the UK – agreed to work together to achieve the Sustainable Development Goals (or Global Goals).*

*These Goals are a reflection of the views of millions of people across the world and what they believe we need to do to ensure Sustainable Development for all. These 17 Goals are integrated and individual and seek to end extreme poverty, combat the threat of climate change, and reduce inequalities by 2030. Together this is known as Agenda 2030. There is now a UN Youth Envoy for the Sustainable Development Goals and young people are at the heart of the delivery of the Global Goals*

# Step 2: Watch the World's Largest Lesson Animations

15 mins

Show students **Sir Ken Robinson's animation** – <https://vimeo.com/138852758>

- Have pupils discuss in pairs which *Global Goals* are most specific to us in London and why? Remind them that the goals are interconnected and require joint action.
- Ask pupils to suggest *how we can address/help these problems*
- For example, if we look at London's air pollution which, apart from Covid-19, is one of the biggest health problems for Londoners. It is linked to the premature deaths of 9,400 people in the city every year and costs almost £4 billion in healthcare. For more information <https://www.unicef.org.uk/clean-air-child-health-air-pollution/>

Here are some suggested **additional resources** to help pupils explore what they can do to help London's air pollution problem.

- London Sustainability Exchange - <http://www.lsx.org.uk/our-work/air-quality>
- London Schools Pollution Helpdesk - <https://www.pollutionhelpdesk.co.uk/>

- Clean Air for Schools Toolkit – <https://www.transform-our-world.org/tools/clean-air-for-schools>
- Sustrans: Big pedal - <https://www.sustrans.org.uk/bigpedal>
- Living Streets: Walk to School - <https://www.livingstreets.org.uk/walk-to-school>

- Eco-schools Award - <https://www.eco-schools.org.uk/>
- The Mayor's Schools Air Quality Programme - <https://www.london.gov.uk/what-we-do/environment/pollution-and-air-quality/mayors-school-air-quality-audit-programme>

**50 fact cards**

**Key vocabulary:** health, action, information, evidence, research, campaign.

**Key concepts:** You can be a clean air champion if you are well informed. Any campaign for change requires a description of actions that are based on evidence of impact.

**Discuss**  
Sit in a circle if possible, with all the cards spread out for all to see. Can anybody spot any cards that seem to go together? Are there any topics that seem to feature in a number of different cards? Choose the topic of health and discuss what the cards tell us about the effects of pollution on health.

**Explain**  
There are many reasons to study air pollution including the need to better understand the effects that pollution has on our health. These cards, informed by research and expertise, were designed by Global Action Plan for social media as part of a Clean Air Day campaign. The cards cover a range of topics and were viewed over 10,000 times in total over the course of the campaign. That's a lot of people reading and learning about pollution! Our health, and the health of the planet, is a serious issue.

**Explore**  
Which cards help us to find ways of protecting or even improving our health? These cards could be described as 'action cards' and some of the other cards could be described as 'information cards'. Distribute the action cards to pairs of pupils across the whole class. Play a quick round of a mime game where pupils prepare and present a mime that illustrates the action that their card is promoting. Can the others guess what action the mime is describing?

**Explain**  
Explain that suggested actions to improve health are based on what has been found out through research and observation relating to a particular problem, in this case, air pollution. Look at the card that says 'Drivers sitting in heavy traffic can be exposed to twice as much air pollution as pedestrians'. Explain that in order for this statement to have been generated, research was conducted to measure and explore the air inside and outside the car. Do you think this was done just once? No, it is likely to have been explored in 100s if not 1000s of vehicles in order to have come to a valid conclusion.

**Think, pair, share**  
Work as a class to pick out the other information cards and allow pairs of pupils to select one card. Ask them to think about what research might have been conducted and what evidence was collected in order to be able to make this statement. Ask them to share their ideas relating to research and evidence with another pair.

**Engaging others and the ripple effect**  
Having explored a number of actions and pieces of information, ask each child to select one action and one

**Lesson plan**  
Key stage 2: 45 – 60 minutes

A piece of information that they think should be shared with somebody else. Ask them to rehearse explaining what they have selected to share with a partner, before they begin their campaign beyond the classroom. They become a clean air champion in the community. Maybe their message won't be heard 10,000 times, but the ripple effect means that their message will go wider than they might think.

**National curriculum links:**  
**English** – Teachers should ensure the continual development of pupils' confidence and competence in spoken language and listening skills. All pupils should use discussion in order to learn and be able to elaborate and explain clearly their understanding and ideas.  
**Mathematics** – All pupils should follow a line of enquiry to elaborate and explain clearly their understanding of science.  
**Science** – Pupils should be able to identify scientific evidence that has been used to support or refute ideas or arguments. Pupils should build up an extended specialist vocabulary and should apply their mathematical knowledge to their understanding of science.

**You will need:**  
50 fact cards  
Activity mat

**For more ideas:**  
Activity mat

**Activity mat**

**Photo board challenge**

**Take your own**  
Take your own photos to illustrate different features of clean air.

**Jump in!**  
Imagine you could step into each photo. What would you see, hear and feel? How might this be different to other people who may be in the photo or who may arrive after you? Write a commentary to explain your thoughts or take it in turns to tell people about it and make them guess which photo you are in.

**Same but different**  
Put the images in pairs so that they illustrate a similar theme. Can you now put them in 'opposite pairs' to show how a theme can be presented in different ways?

**Headlines**  
Imagine that each photo is being presented to a newspaper to illustrate a story associated with air pollution. What headlines could accompany them? You could cut and paste words and phrases from existing newspapers.

**Question time**  
Choose one photo that makes you want to ask more questions. List some questions that would help you to further understand what is happening in this image. The background information sheet might help you to find out!

**Clean Air for Schools**

Philips Foundation

MANCHESTER

# Step 3: Take Action and Create a Campaign!

 **30**  
mins

Show pupils Animation part 2 for inspiration on innovative ideas: <https://vimeo.com/178464378>

- Ask pupils to explain *what they understand by the words **innovate**, **invent** and **campaign***

**Invent:** to create or design something that has not existed before

**Innovate:** to make changes to something that is already established

**Campaign:** to work in an active way towards a particular goal

- Ask if they know of any *London-specific examples for inventions, innovations and campaigns that focus on either a Global Goal or one of the themes of the Global Goals.*
- Ask students to think of examples that specifically relate to the goals.

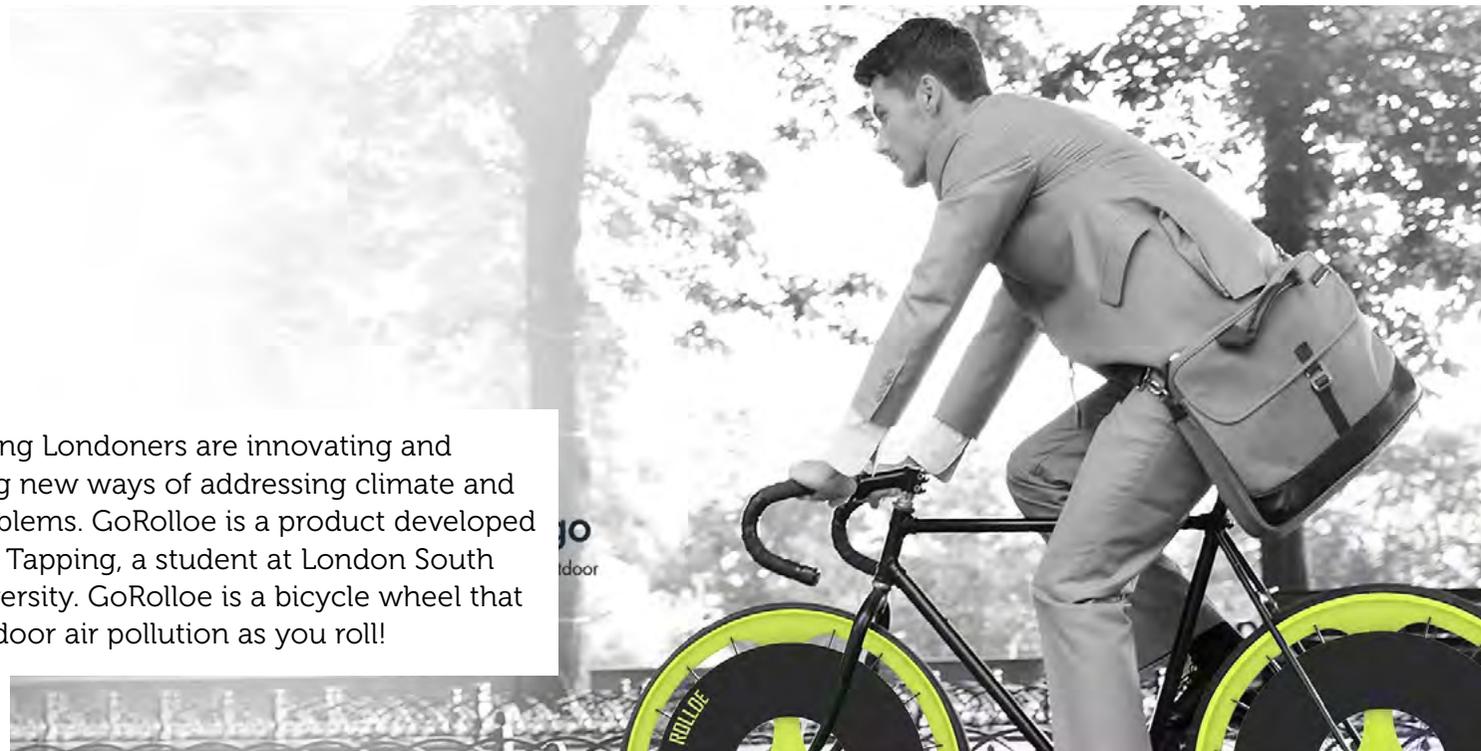
Here are some prompts if pupils need help:

1. The Ashden Awards – the 'Green Oscars' rewarding innovations in sustainable energy. Several schools won the Ashden Award through the introduction of new ways of powering energy in schools. Read about these practical student-led campaigns here: <https://www.ashden.org/search?q=schools>

2. London sustainability entrepreneurs – Many young Londoners are innovating and pioneering new ways of addressing climate and social problems - <https://www.london.gov.uk/what-we-do/environment/mayorsentrepreneur-competition/2019>

3. Youth Strike 4 Climate - <https://ukscn.org/ys4c> - a youth led campaign based organisation choosing to rise up and take direct action where older generations have failed.
  - Ask pupils *if they have any ideas of a campaign they would like to create to help their school make relevant improvements to help with climate change. Write ideas on the board, if pupils have lots of ideas vote for the most popular.*

Many young Londoners are innovating and pioneering new ways of addressing climate and social problems. GoRolloe is a product developed by Kristen Tapping, a student at London South Bank University. GoRolloe is a bicycle wheel that filters outdoor air pollution as you roll!



## contd./ Step 3: Take Action and Create a Campaign!

- Ideas to use as a prompt if necessary:
1. A campaign for a School Garden - <https://schoolgardening.rhs.org.uk/home>
  2. Meatless Monday at school - <https://www.climategen.org/take-action/act-climate-change/take-action/youthaction-ideas/meatless-mondays/>

Set the creation of a campaign pitch as homework if short of time.

Suggest pupils follow this structure in building their pitch.

- **Know the facts:** Research the impact the cause is having on the environment to build an argument. Work out how bad the problem is now and how bad it might get. Look for surprising facts or make facts come to life by connecting them to everyday life.

- **Know who you are trying to persuade:** Do you need permission from a teacher, the student council, the headteacher? Are you trying to persuade your class or the rest of the school to do something?
- **Make a pitch for your audience:** Create a presentation, including facts and sources, that will get your audience excited to support you. Your first audience is the decision maker. Make it easy for them to say yes. Some ideas for your presentation:

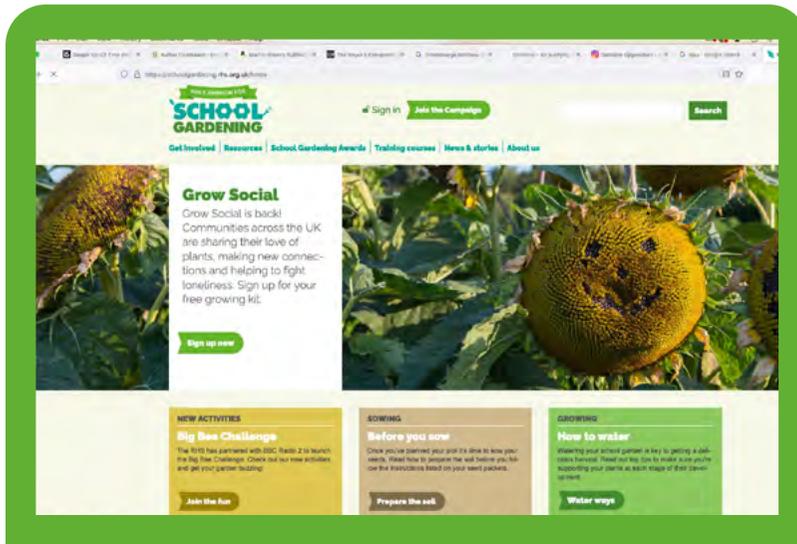
4. What are the benefits of your proposal?
5. How will you go about doing what you want to do? Make it sound easy.
6. Suggest alternative ideas. Show your audience you have thought through different ways of achieving the same goal.
7. Add a "call to action" at the end so that your audience know clearly what you are asking them to do.

**Extra resources to create a campaign:**

- <https://spark.adobe.com/make/posters/campaign-posters/>
- <https://www.amnesty.org/en/get-involved/write-for-rights/>

You can use this structure to help you build an impactful presentation:

1. Why is this issue important to you?
2. What facts make you sure it's important?
3. What do you want to do to address the problem?



## contd./ Step 3: Take Action and Create a Campaign!

### Further activities and resources for teaching about the Global Goals

There are some great resources available for teachers on the SDGs. Here are just a few:

#### Activities:

- Become a Goal Keeper and join the app! <https://willgoalkeeperme.globalgoals.org>
- Paper chain of promises for the Goals <http://cdn.worldslargestlesson.globalgoals.org/2017/12/Global-Goals-Paper-Chains-Colour.pdf>

- Global Goals impact games – Goal 13 - <https://ggimpactgames.com/play/goal-13/>
- Young Londoners and Sustainable Development Goals - <https://www.london.gov.uk/about-us/organisationswe-work/london-sustainable-development-commission/our-current-work-and-priorities/our-quality-life-work/oursustainable-development-goals-and-young-londoners-work>

#### Films:

- How to take action for the Global Goals – World's Largest Lesson - Animation part 3: <https://vimeo.com/266852848>
- What is Sustainable Development? - <https://vimeo.com/144354623>
- We Have A Plan – Project Everyone cinema advert - <https://www.youtube.com/watch?v=Ob-K-dECobE>
- What is Sustainable Development? - <https://vimeo.com/144354623>
- <https://www.globalgoals.org>
- A Message to All Educators: Amina Mohamed- <https://www.youtube.com/watch?v=-Rd2F1Og-BE>

#### Research:

- Climate Action and Why it matters [https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/13\\_Why\\_it\\_Matters\\_Climate\\_Action\\_letter\\_size\\_1p.pdf](https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/13_Why_it_Matters_Climate_Action_letter_size_1p.pdf)

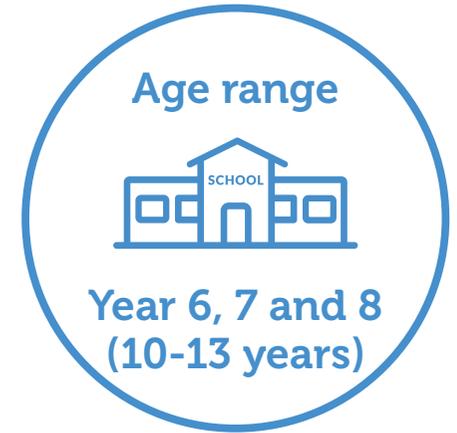
#### Websites:

- <https://www.globalgoals.org/>
- <http://worldslargestlesson.globalgoals.org/>
- <https://www.un.org/youthenvoy/young-leaders-sdgs/>
- <https://www.transform-our-world.org/>

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# Is there really anything we can do about Climate Change?

## Context

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# Learning outcomes

- To place previous climate change learning in a human context and understand that human activity is both the cause and the solution.
- To build a sense of hope that solutions are achievable.
- To understand how individuals can be part of the solution.

## Step 1: Game – Climate Change Consequences<sup>1</sup>



5  
mins

Stand in a circle holding a ball, ask pupils if they have ever had a day where everything just seems to go wrong. Ask what happened first. Repeat this to the group and ask pupils to put their hand up if they can think of something bad that may follow as a result. Pass the ball to a learner with their hand up and ask them to give an example of what might happen next. Keep repeating this with learners passing the ball to each other. Carry on until they cannot think of any more consequences.

- For example.
  - 1: Alarm doesn't go off
  - 2: No time for breakfast
  - 3: You are tired and hungry
  - 4: You can't concentrate in lessons
  - 5: You fall behind in school

- Repeat the game but starting with the words: **Deforestation** or **Melting Ice Caps** or **Global Pandemic**

(if you are short of time – start straight with this activity)

- Ask pupils to put their hand up if they can think of a potential impact that comes with these words. Pass ball to learner with their hand up and ask them to give their impact.
- Now ask pupils to put their hand up if they can think of something that may follow as a result of this impact. Keep repeating this with learners passing the ball to others with their hands up.



<sup>1</sup> This game is taken from Oxfam's climate change resources: (<https://www.oxfam.org.uk/education/resources/climate-challenge-7-11> )

# Step 2: How to Save our Frozen Planet?

 **20**  
mins

Show pupils this video: 'How to save our frozen planet' (8 mins)  
<https://www.ourplanet.com/en/video/how-to-save-our-frozen-worlds>

- Write these questions on the board and ask learners to listen out for answers.
- What are greenhouse gases?
- What is clean energy?
- What temperature is within safe limits for Global Warming?

After watching the video ask pupils to share their immediate feelings about what they have seen.

- *Do they feel there are achievable solutions to climate change?*
- *Who do they think should be responsible for leading these solutions?*
- *If they could ask any question in parliament what would they ask?*

Make a note of the questions students would like to ask and explain to students that the UK is unique in the world for agreeing the first national law on climate change in 2008.

Show this video: <https://www.youtube.com/watch?v=Exq7Rppq90I>

Does this video answer any of the questions they had?



# Step 3: The UK declares a Climate Emergency

20 mins

Project Appendix A onto the board and ask if they recognise these organisations and people. Show them this video:

<https://www.youtube.com/watch?v=VFkQSGyeCWg>

**Do they know what the different organisations are asking for?** Use these links for research:

- WWF - <https://www.wwf.org.uk>
- Friends of the Earth - <https://friendsoftheearth.uk>
- Greta Thunberg - [https://en.wikipedia.org/wiki/Greta\\_Thunberg](https://en.wikipedia.org/wiki/Greta_Thunberg)
- David Attenborough - [https://en.wikipedia.org/wiki/David\\_Attenborough](https://en.wikipedia.org/wiki/David_Attenborough)
- Extinction Rebellion - <https://rebellion.earth>

On 1st of May 2019 the UK declared a climate emergency. Headlines across British newspapers included:

- 'Parliament has shown that it intends to be symbolically at war with climate change with the declaration of a UK climate emergency'.
- 'The UK motions attempts to translate this ongoing urgency for meaningful change into legislative momentum, which can hold government accountable'.
- 'The UK is the first country in the world to declare a climate emergency'.

There is no single definition of what this means but many local areas say they want to be carbon-neutral by 2030.

*In pairs ask pupils to discuss what actions they will have to take at home or with their families to become more carbon efficient. E.g. walking to school, switching to renewable energy, flying less or*

*eating less meat - all these actions contribute to climate action.*

**What things are easy to change and what might be more difficult?**



# Step 4: Helping Teachers Take Action

 **15**  
mins

For individuals to take action for climate change everyone must **understand the problem** and **education** is a critical part of that. Campaigners try to influence people to take action for climate change and the UK is unusual in having legally-binding climate change laws. This should make it easier to take serious action but there are still actions

## Write the following statement on the board or show the article:

“School students could easily go through 11 years of compulsory education and hear climate change mentioned in fewer than 10 lessons out of approximately 10,000”.

This statement was recently made by a London secondary school teacher. <https://www.theguardian.com/environment/2019/feb/21/teachers-to-join-climate-protests-to-demand-curriculum-reform> Do you think this should change? What can be done?

## Action:

Design a new lesson on climate change that teachers in your school could use and that could be shared with other London schools. (If short of time start this action and finish for homework).

To do this they need to:

1. Decide which topic they will focus on in their new lesson based on what they feel they would like to know more about
2. Describe **what** they want to learn about in their lesson
3. Plan the lesson. They could use the format of this lesson if it helps (step 1 - starter, step 2 - main activity, step 3 - action). Think about any resources you might need - films, links, images, activities etc
4. Be clear about **when** they would like to see this lesson take place and how they will persuade the teacher to teach their lesson.
5. Describe **why** – why they feel it is important for the national curriculum be reformed to make climate and ecological crisis an educational priority?

Pupils (or their teacher) can send their lesson designs [malini.mehra@globelegislators.org](mailto:malini.mehra@globelegislators.org)

## Extra Resources

There are some great resources available for teachers on climate change. Here are just a few:

- Transform Our World – an amazing resource! - <https://www.transform-our-world.org/>
- WWF: Climate change resources - <https://www.wwf.org.uk/get-involved/schools/resources/climate-change-resources> **Oxfam: Climate challenge** - <https://www.oxfam.org.uk/education/resources/climate-challenge-7-11> [www.ourplanet.com](http://www.ourplanet.com)
- World's Largest Lesson - <http://worldslargestlesson.globalgoals.org/>
- UN.org – climate action – Why It Matters - [https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/13\\_Why\\_it\\_Matters\\_Climate\\_Action\\_letter\\_size\\_1p.pdf](https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/13_Why_it_Matters_Climate_Action_letter_size_1p.pdf)

- Understanding climate change with Tiki the Penguin [http://tiki.oneworld.org/global\\_warming/climate8.html](http://tiki.oneworld.org/global_warming/climate8.html)
- Small Island States on the frontlines of climate change <https://www.youtube.com/watch?v=8oS8WToxv5c>
- Arctic culture and climate – A British Museum exhibition which finished in Feb 2021 but still worth looking online: <https://www.britishmuseum.org/exhibitions/arctic-culture-and-climate>
- Podcast: Doorways to Sustainable Schools - <http://www.londonsustainableschools.org/doorways-podcast.html>

Great extra resources for students to use:

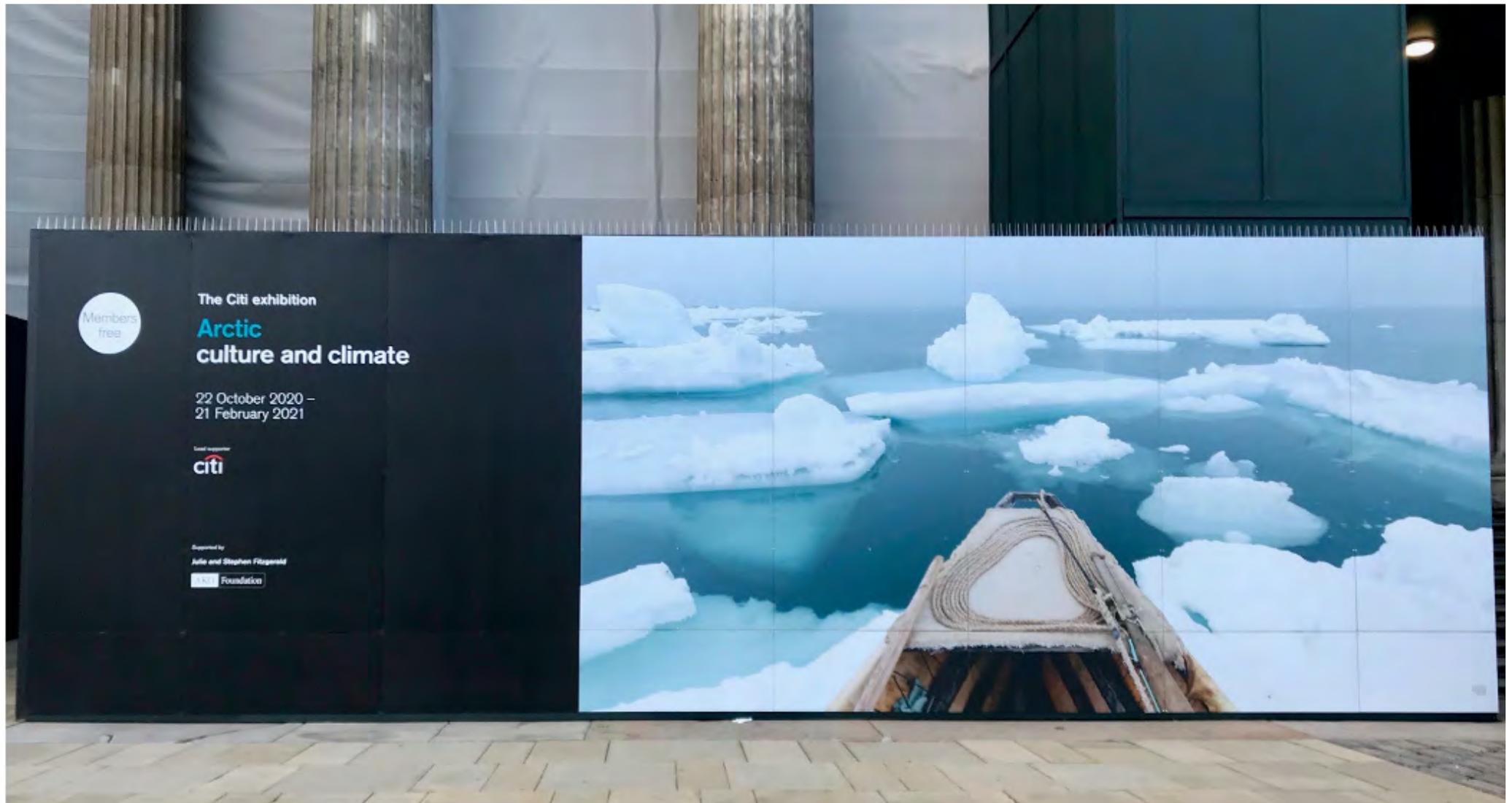
- <https://climatekids.nasa.gov/time-machine/>
- <https://www.sciencemuseum.org.uk/see-and-do/atmosphere>
- <https://www.metoffice.gov.uk/climate-guide/climate-change>

Add your voice for the planet - <https://voicefortheplanet.org/globe>

# Appendix A: Biggest Climate Threats to the U.K



# Photos from the British Museum's Arctic Culture and Climate Exhibition



# Photos from the British Museum's Arctic Culture and Climate Exhibition

## Climates of the past

The first Arctic Peoples settled in Siberia at least 30,000 years ago. Since then, the Arctic climate has gradually shifted several times, with each shift taking hundreds or thousands of years. This naturally occurring climate variability contrasts with the human-caused climate change of today, which is happening rapidly and within a single generation. The earliest Arctic Peoples responded to these climate shifts with cultural adaptation, material innovation and social collaboration. By studying their resilience, we can begin to understand how to live through such change and perhaps improve our collective response to today's global climate emergency.



# Photos from the British Museum's Arctic Culture and Climate Exhibition



# Photos from the British Museum's Arctic Culture and Climate Exhibition

## Arctic culture and climate

Indigenous Arctic Peoples are on the frontline of global climate change. The Arctic is warming at more than twice the rate of anywhere else. Research predicts that Arctic summers will be ice free within eighty years, affecting us all by altering weather patterns worldwide.

Arctic Peoples have lived with slow, natural climate variability and seasonal weather for 30,000 years. Through adaptation, innovation and collaboration they have persevered in the face of dramatic environmental and social disruption. How might their resilience help us jointly face the challenge of rapid climate change today?

### Community partners

We are particularly grateful to the Indigenous Arctic leaders, scholars, artists, educators, hunters, herders and seamstresses who have generously shared their knowledge and stories to help create the exhibition.



# Photos from the British Museum's Arctic Culture and Climate Exhibition

## Reflections on climate change

*Embassy of Imagination*, a socially engaged art practice

'This artwork honours the actions and responses to climate change that have long been led by Inuit communities, informing and inspiring the rest of the world. Global decisions and industrial practices continue to threaten ecosystems and the breadth of human expression. As we collectively face an uncertain climate future, we need immediate change and accountability. Through heartfelt collective efforts, *Atigiit, Silapaat*, aims to empower young people, as it is their generation who will inherit the burden of a climate forever changed. We are calling for reciprocal global action and solidarity during this time of transformation.'

The artists wish to acknowledge the support of Peter Pitlorak (artist), Ataqarvak Inuit, Canada Council for the Arts, Kinngait District Education Authority, Pangnirtung District Education Authority, The Japanese Paper Place, Paperhouse Studio, Hamlet of Pangnirtung, Indigenous Services Canada, ARCTIC Commission and the Plaque Centre Centre.



Artists from Kinngait, Nunavut, wear their sewn and printed parkas made with the help of Odoboo Ashevak and Moose Manning, and Elders Sila Salla and Nikiola Givigait, 2019.

Left to right: Sarah and Catherine Manning, Royal Public Arts Dept., The Inuit Centre, Peter Pitlorak, Mark Nook, Nelson George, Peter van der Meer, Public Space, Community.

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Young artist learning the qajaako fish-printing method on a fishing trip at Iqalupajuk, near Kinngait, Nunavut, 2020.

© Peter Pitlorak, Embassy of Imagination & The Center



Clear ice-fishing session led by Elder Qumajavutalik, Tapaungak and hunter Ethuk Akiq, Kinngait, Nunavut, 2019.

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# Photos from the British Museum's Arctic Culture and Climate Exhibition



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# Practical ways to reduce London's climate risks

## Context

The week of 26th June to 4th July 2021 is London Climate Action Week. This year all London schools are invited to take part on a **Tuesday 29th June** at our first **Schools Climate Summit**. It's a great opportunity to link curriculum based climate change learning with global and social learning for the Sustainable Development Goals and encourage pupils to practise social action for change. We have created four lessons to help you in the period leading up to the Schools Climate Summit. All are independent so you can use them flexibly to suit. Each of the lesson plans are available here:

<http://www.londonsustainableschools.org/london-climate-action-week-2021.html>



# Learning outcomes

- To understand some current and future impacts of climate change on London
- To explore some of the solutions to these impacts
- To give pupils the confidence and knowledge required to deliver a presentation on London's climate risks to peers

## Step 1: Starter Game - Where do you stand



- An agreement line is an imaginary line from one side of a learning space to the other which young people are asked to stand along based on how much they agree or disagree with a particular statement.
  - Ask learners to imagine a line from one side of the space to the other. Explain that standing at one end of the learning space means strongly agreeing with a statement, and standing at the other side means strongly disagreeing with the statement. Standing in the space in between means having a view somewhere in the middle.
  - Explain that there is not necessarily any 'right' or 'wrong' answers.
  - You may want to do a practice statement such as 'Football is brilliant' to get the pupils warmed up and used to how an agreement line works.
  - Read out each of the statements below and give time for the young people to move into place. Encourage individuals in different positions to say a few words about why they have taken their position. Try to draw out what the young people think about the main principles.
- Agreement line statements:
- *Climate change won't really affect us in London.*
  - *London schools are at risk of flooding.*
  - *Everyone will be impacted by climate change in the same way.*
  - *We need to do more about climate change.*

**FOOTBALL IS  
BRILLIANT**

<sup>1</sup> This game is taken from Oxfam's climate change resources: (<https://www.oxfam.org.uk/education/resources/climate-challenge-7-11>)

## Step 2: Watch the World's Largest Lesson Animations

 **10**  
mins

**Ask pupils:** *What they think are the biggest climate risks to London today?*

If the teacher has not yet covered the climate change resource, use Appendix A to prompt pupils with: London is particularly vulnerable to **flooding, overheating** and **drought conditions** which can lead to water supply shortfalls.

Project **Appendix A** onto the board to help with ideas and facilitate a discussion – remind pupils to think about what is missing from the photos as well as what is there.

Project **Appendix B** onto the board – ask pupils what impacts would flooding have on London? On infrastructure, transport, tele communications, businesses and public services.

**Ask pupils** *if anyone can think of actions we can take today to help with any of the Climate Goals.*

E.g. Suggest switching from Google to Ecosia (with Ecosia every time you search for something a tree is planted). <https://www.ecosia.org/?c=en>

Show this quote from London's Mayor Sadiq Khan aiming to reduce the risk:

*"I'm doing everything in my power to reduce London's carbon footprint and going further and faster than national government to make London a zero-carbon city by 2050."*

**Ask pupils:** *What does Sadiq mean? Check for understanding of key terms: carbon footprint, zero carbon*

## Step 3: Main Activity: Finding Solutions to London's Climate Problems

 **20**  
mins

Divide pupils into three different research groups. The aim of this research activity is to find possible solutions to help London reduce our carbon footprint and make London a zero-carbon city. In order to do this, we have to first understand what needs to happen in order to achieve this and find some solutions to help us get there.

Give each group a different topic. If pupils need assistance with the research task, below each topic there are several useful links:

### 1. The London Plane Tree (Biodiversity loss & trees)

Resources:

This report shows how much public green space each London borough has. How does your borough compare to others?  
<http://www.vivideconomics.com/publications/natural-capital-accounts-for-public-green-space-in-london>

This map shows how many street trees there are in London and what kind they are. Look at how much pink there is! <https://www.london.gov.uk/what-we-do/environment/parks-green-spaces-and-biodiversity/trees-and-woodlands/london-tree-map>

Below are useful resources to find out more about the benefits of the London Plane Tree to our environment.

<https://www.treesforcities.org/stories/the-mysterious-story-of-the-london-plane-tree>

<https://www.woodlandtrust.org.uk/visiting-woods/trees-woods-and-wildlife/british-trees/common-non-native-trees/london-plane/>

<http://www.urbanforestnursery.com/treeprofiles/profilelondonplane.html>

<https://www.london.gov.uk/what-we-do/environment/parks-green-spaces-and-biodiversity/trees-and-woodlands/london-tree-map>

[https://www.foodgrowingschools.org/get\\_involved/qyop?utm\\_campaign=9364474\\_FGSL%20e-news%20April%202018&utm\\_medium=email&utm\\_source=Garden%20Organic](https://www.foodgrowingschools.org/get_involved/qyop?utm_campaign=9364474_FGSL%20e-news%20April%202018&utm_medium=email&utm_source=Garden%20Organic)



## contd./ Step 3: Take Action and Create a Campaign!

### 2. London Landmarks

Many of London's buildings are world famous and by looking a bit more closely at them we can discover much about the past, present and future impacts of climate on the building and London. For example, **The Tower of London** was used to illustrate this in a brilliant project looking at past climate through tree rings produced by The Royal Meteorological Society. See [Learning About Past Weather at the Tower of London](#) and [Using Tree Rings for Past Weather](#).

You could also research some other iconic landmarks such as:

- **Battersea Power Station** - <https://batterseapowerstation.co.uk/about>
- **The Thames Barrier on BBC Bitesize** - <https://www.bbc.co.uk/bitesize/articles/zkhtqfr>
- **The Shard** - <https://www.theviewfromtheshard.com/content/uploads/2018/07/Teacher-Handbook.pdf>

### 3. Public transport and emergency services

Resources:

[https://www.london.gov.uk/sites/default/files/climate\\_change\\_risks\\_for\\_london\\_-\\_a\\_review\\_of\\_evidence\\_under\\_1.5degc\\_and\\_different\\_warming\\_scenarios.pdf](https://www.london.gov.uk/sites/default/files/climate_change_risks_for_london_-_a_review_of_evidence_under_1.5degc_and_different_warming_scenarios.pdf)

<https://www.sustrans.org.uk/bigpedal>

<https://www.livingstreets.org.uk/walk-to-school>

<https://www.yas.nhs.uk/news/media-releases/2018/yorkshire-ambulance-service-leads-the-way-with-eco-friendly-vehicles/> – <https://www.greenfleet.net>

<https://www.theguardian.com/environment/2019/apr/30/london-tubes-schools-and-homes-face-climate-change-chaos>

### 4. Energy use and buildings

Resources:

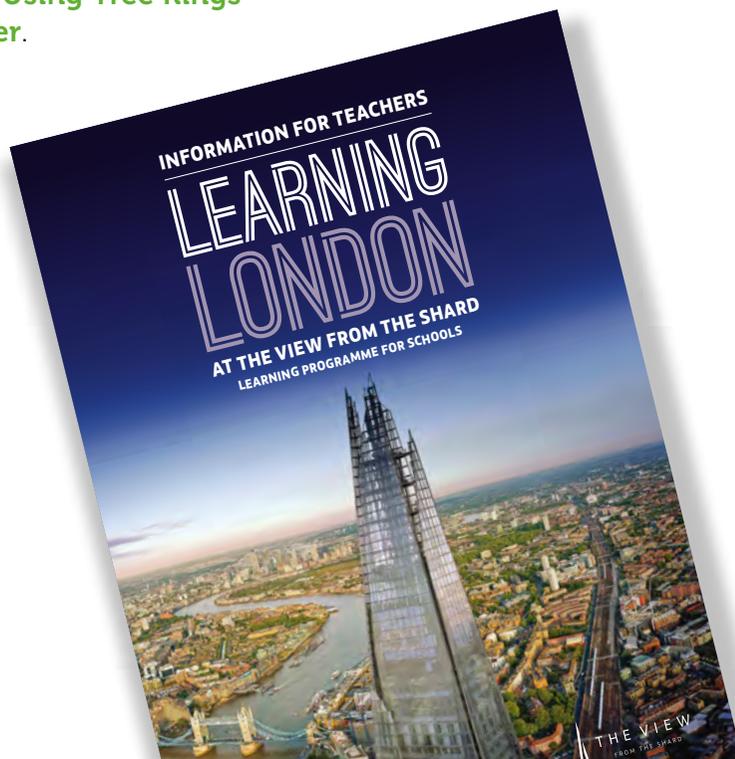
[https://www.london.gov.uk/sites/default/files/climate\\_change\\_risks\\_for\\_london\\_-\\_a\\_review\\_of\\_evidence\\_under\\_1.5degc\\_and\\_different\\_warming\\_scenarios.pdf](https://www.london.gov.uk/sites/default/files/climate_change_risks_for_london_-_a_review_of_evidence_under_1.5degc_and_different_warming_scenarios.pdf) Page 12

<https://www.ukgbc.org/climate-change/>

<https://www.sciencedirect.com/science/article/pii/S0378778811006293>

<https://www.bioregional.com/projects-and-services/case-studies/bedzed-the-uks-first-large-scale-eco-village>

[https://www.london.gov.uk/sites/default/files/london\\_environment\\_strategy.pdf](https://www.london.gov.uk/sites/default/files/london_environment_strategy.pdf)



# Step 4: Turning Knowledge into Action

20 mins

The Mayor's Office for London produced a **Guidance document** to help schools adapt their campus to make it more climate resilient.

Click **here** to find out more and listen to this podcast for an explanation of why adaptation to climate change matters for London's schools.  
<http://www.londonsustainable schools.org/doorways-ep8-annette.html>

Using The Mayor's report and Appendix C as a guide, ask students to turn their new knowledge into a presentation and identify specific actions that they can take as a class or school to contribute and help them devise a plan to bring these actions to life.

## Extra resources:

There are some great resources available for teachers on climate change. Here are just a few:

**London Climate Risks PDF** [https://www.london.gov.uk/sites/default/files/climate\\_change\\_risks\\_for\\_london\\_-\\_a\\_review\\_of\\_evidence\\_under\\_1.5degc\\_and\\_different\\_warming\\_scenarios.pdf](https://www.london.gov.uk/sites/default/files/climate_change_risks_for_london_-_a_review_of_evidence_under_1.5degc_and_different_warming_scenarios.pdf)

**London Curriculum** - <https://www.london.gov.uk/what-we-do/education-and-youth/london-curriculum>

**Practical Action: Climate change -** <https://practicalaction.org/climate-change-resources>

**Learning through landscapes: free resources** - <https://www.ltl.org.uk/free-resources/>

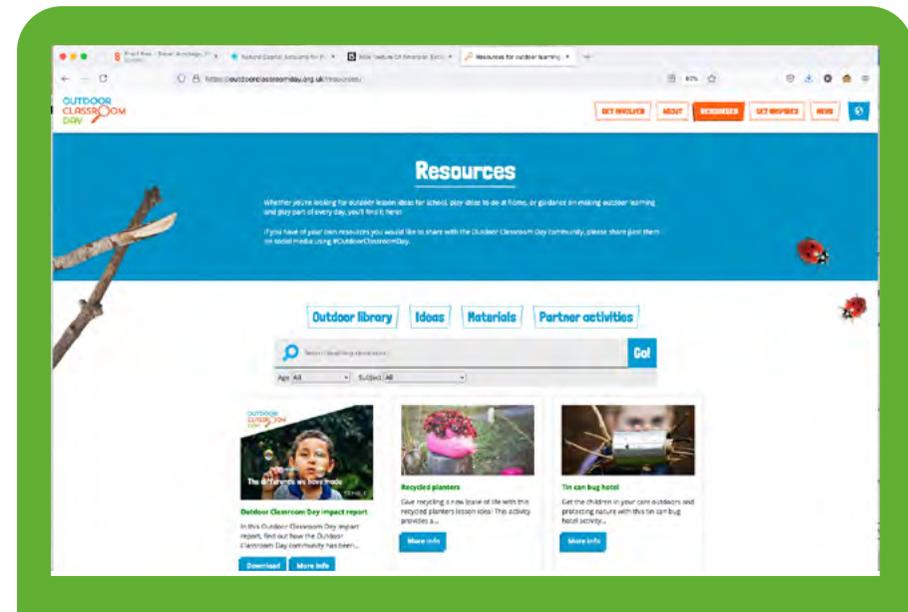
**Outdoor Classroom Day: resources** - <https://outdoorclassroomday.org.uk/resources/>

**Transform Our World:** <https://www.transform-our-world.org/>

**Global Dimension** - <https://globaldimension.org.uk/>

**UNICEF: climate change resources and tools** - [https://www.unicef.org/environment/index\\_60352.html](https://www.unicef.org/environment/index_60352.html)

**London Climate information:** [https://www.london.gov.uk/sites/default/files/1.5\\_action\\_plan\\_amended.pdf](https://www.london.gov.uk/sites/default/files/1.5_action_plan_amended.pdf)



## Appendix B: London flooded



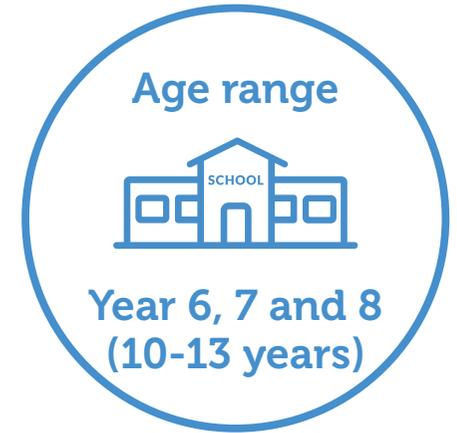
## Appendix B: London flooded



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# Engaging with your MP on London's Climate Issues

## Context

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# Learning outcomes

- To take part in local democracy by contacting their local MP
- To use their citizenship knowledge, skills and understanding to try to make a positive difference to climate change

This year LCAW partner, GLOBE International, is hosting its annual **Student-MP Climate Surgery** on Friday 3 July, in partnership with MPs across London. A great opportunity to put all students have learnt about climate change and civic action into practice, ahead of this year's UN Climate Summit COP26 in Glasgow in November.

## Step 1: Making a difference



Explain that today they are going to tell the local MP about the work they have been doing on the Global Goals, climate change and some of the practical ideas they have to start making a difference. Encourage pupils to think about some of the climate change challenges faced by the communities they live in and what should be done about them. The Global Goals teach us that each one of us has a role to play. What things can be done by students, the school community, local businesses, community organisations, the media, the local council, the local MP, etc.?

Next, watch the video from the World's Largest Lesson - <https://vimeo.com/266852848> and videos from Pupil Parliament <https://litfilmfest.com/shop/pupil-parliament/>

After the videos discuss some ideas that they had to improve their community response to climate change (if you have already used the accompanying lesson plans 1, 2 and 3 they will probably have some clear ideas).

In small groups, ask students to:

- Describe the difference between tactics such as protesting, civil disobedience, lobbying and voting for change.

- Discuss which are the easiest and which are the most difficult to achieve and why.
- Can they think of good examples of how to achieve change and urgent action? For example, in their schools, families or communities.



# Step 2: Main activity: Write a letter to your local MP



Show pupils this video of New Zealand's PM Jacinda Arden talking about New Zealand banning single use plastic bags:

<https://www.youtube.com/watch?v=daNIGBWkbWY>

In this activity pupils are going to write a letter to their local MP. This could be done as an individual, group or whole class activity.

First of all, find out the name and email or address of their local MP then decide how they are going to get your message to the MP.

<https://www.parliament.uk/mps-lords-and-offices/mps/>

Once they have found out who their MP is ask some students to research their position on climate change and whether they have supported projects connected to climate change in the past. Knowing as much as possible will lead to a more impactful letter and meeting. The UK parliament declared a climate emergency on 1st May 2019 so the MPs should be keen to help.

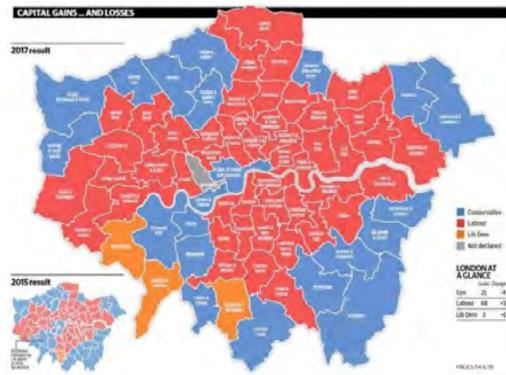
Then they should write their letter. Discuss general letter writing tips with them but they should also do the following:

- Tell the MP who they are (name, school etc as appropriate) and that they are the MP's constituent (if writing individually)
- Tell the MP why they are writing:
  - That between 26th June to 4th July 2021 is London Climate Action Week and London schools are having their first, ever London Schools Climate Summit during this week on Tuesday 29th June 2021.
  - Tell the MP about the work they have been doing for LCAW on the Global Goals, Climate Change and some practical ideas where they are trying to make a personal difference
- Ask the MP if they could help the student(s) with their work by doing one or more of these things:
  - Could they help in any way with their personal project?
  - Could they help put Climate Change back in the curriculum and into more subjects.
  - (If this is possible for you) Could they meet up with the students to discuss Climate Change on Friday 2nd July 2021\* as part of the **Student-MP Climate Surgery?**

\* We have asked all London MPs to do their best to be available to meet students on Friday July 2nd. Fridays are usually Surgery days for MPs when they meet with their constituents.



## STUDENT-MP CLIMATE SURGERY FRIDAY 2 JULY 2021



Source: The Evening Standard

## Step 3: Action: Send the letter and await your reply

 **10**  
mins

**NB:** *If you wish, please copy the letter to GLOBE International and we will follow-up with the MP and encourage them to reply to the student and be present for the Student-MP Climate Surgery on Friday 2nd July.*

Email: [secretariat@globelegislators.org](mailto:secretariat@globelegislators.org)



**My MP  
UK Parliament  
Westminster  
London  
SW1A 0AA**

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