Unit One: Climate Change

1

TIME
Ideal: 2 x 45 mins.
Minimum: 1 hour

RESOURCES
Quiz (online or paper copy)
Photo cards 1-8
Student Investigation 1
Post-it notes

CURRICULUM LINKS
GEOGRAPHY: Human & Physical C1.1
Geography Schools 1
SCIENCE: UPPER KEY STAGE 2 6

QUICK LINKS
Refer to sheet

KEY WORDS:

Weather
Climate
Climate change

STUDENT OUTCOMES

Most pupils will:

- Have an increased understanding of what climate change is and how it is affecting them and the environment;
- Recognise how people around the world are affected by climate change in different ways and that the poorest people are affected the worst.

PRE-UNIT KNOWLEDGE

Complete the Quiz before starting the unit to help assess prior learning.
Ensure pupils understand the difference between weather and climate, using the definitions from the glossary: read statements aloud and ask pupils to 'vote' whether it refers to climate or weather, e.g. Britain has mild summers and wet winters; it rained at school yesterday; deserts are usually hot and dry. Watch the weather and climate video from The Met Office up to 2:04 at Quick link 1.1.

STIMULUS

Show pupils the two videos of children's experiences of flooding in Chad and the UK at Quick link 1.2 and 1.3. Use the key questions below to discuss and compare the videos, then use hot-seating with pupils as Dimanche and Lucy from the videos. Reinforce discussion of how everyone around the world is affected by extreme weather in different ways, with the poor being the most vulnerable. Refer to Photocard 1 to help.

What major event happened in these two video clips? *Flooding.*
Where did the events take place? *Chad and the UK.*
How did the two communities cope with the floods? *Dimanche moved away and has been unable to return but the UK families were either able to stay in their homes or only spend a few nights away from home. Who do they thing covers the costs of the damages?*
What are the similarities? *Homes damaged; livelihoods affected; schools closed or taken over, long-lasting damages.*
What are the differences? *Strength of buildings and their capacity to stand up against the flood waters; the ability to cope during floods e.g. emergency services, transport, hospitals; the climate during the floods and the health implications of this; the time-scale of recovery after floods; the capacity to protect themselves from it happening again.*

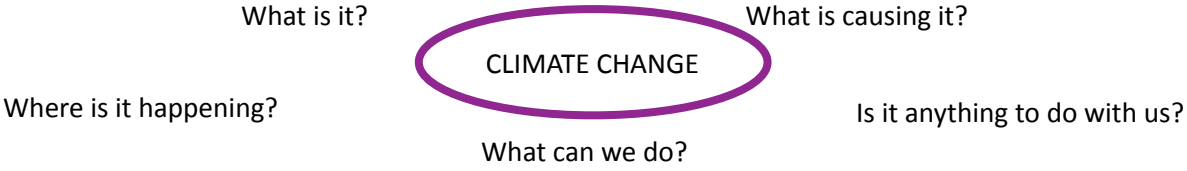
"This role-play was very successful with the pupils, giving them an insight into how it would look and feel in the different countries. Many of the pupils were shocked to discover how difficult it was for Dimanche."

Unit One: Climate Change

1

Activity 1: What is climate change?

Many countries have been suffering from the effects of more and more extreme weather. Watch this video of flooding in Mauritius - Quick link 1.4. This video talks about climate change. Draw out the words/phrases the pupils associate with climate change to create a mind map (suggestions below). Keep this to refer back to at the end of the programme to help evaluate and assess learning.



Ask the pupils in pairs to come up with three questions they would like to find out about climate change; record these in pupil learning logs or around the mind map to explore throughout the units.

Activity 2: What are the causes and effects of climate change?

Use Photocards 3 - 15. **What do these images show us?** Identify and discuss, then ask pupils to sort into causes and effects of climate change. As an extension, pupils could use atlases to place the cards where they think they are likely to occur in the world.

Explain that changes in the earth's climate have been happening for billions of years and the UK climate has changed considerably, including tropical rainforest, desert and ice sheet in different eras. However, these changes happened very slowly. Scientists are worried that the speed that the earth's temperature is changing is too fast, meaning plants and animals (including humans) may not have time to adapt.

Advanced extension: use Photocard 2 to show the earth's temperature change over time. **What does this graph show us?** Use Student Investigation 1 to investigate further.

Activity 3: Opinions about climate change?

Explain that there are a lot of different factors causing the world's climate to change. Scientists are increasingly convinced that climate change caused by human behaviour is altering our world. However, not everyone has the same opinion about climate change. Use Activity Sheet 1 to match the person to their opinion. If time, ideally this activity should be extended and run as a debate.

NOW LET'S TAKE SOME ACTION!

Allow pupils to select an action from below. When it is completed they should colour in one of the continents on their reward map.

Sunny Pledge to pass on your knowledge from the unit to at least 3 others outside the classroom.

Sunnier Write your own raps or poems about climate change; watch this video of a climate change rap at Quick link 1.5 for inspiration.

Sunniest Write a letter or report on the issue for e.g. the school council or your Head teacher. Use Student Investigation 1 as a starting point for your research.

Plenary

Ask students to complete a diary or learning log exploring how they feel about what they have learnt in this unit. Encourage them to use pictures and writing.

This could be extended to 'What does our world look like in 2050?'

Unit Two: Energy

2

TIME
Ideal: 2 x 1 hour
Minimum: 1 hour

RESOURCES
Reward map
Photocards 10-16
Activity Sheets 2, 3
Student Investigation 2
Fizzy drink bottle
Learning log

CURRICULUM LINKS
Science: Y4 Living Things 3; Y4 States of Matter 1; Y4 Electricity 1; Y5 Properties and Materials 1

QUICK LINKS
Refer to Quick links sheet on DVD

KEY WORDS:

Energy
Greenhouse gases
Carbon dioxide
Fossil fuels
Carbon sink
Atmosphere

STUDENT OUTCOMES

Most pupils will:
- have an increased understanding of what energy is and where it comes from;
- have an increased awareness of what we use energy for;
- begin to recognise the link between energy use and climate change.

PRE-UNIT KNOWLEDGE

Understanding of what a greenhouse is and how it traps heat.

"The greenhouse effect is quite a tricky, abstract concept for pupils. Spending time on the practical demonstrations and videos is very beneficial to their understanding."

STIMULUS

Watch the climate change video at Quick link 2.1 Discuss using the questions below. Ask pupils to list all the examples of what used energy in the video. Extend this to what uses energy (electricity and fuel) in their lives.

What does this video show us? *Recap climate change discussion*
What is energy? *Energy is what makes things go*
Where do we humans get our energy from to move? *Food*
What things used energy in the video? *E.g. cars, computers, heating homes*

THE ENERGY JOURNEY ACTIVITY:

The coal, oil or gas made millions of years ago is mined	(pupils mining coal)
It is then transported to a power station	(pupil driving)
Where it is burnt in furnaces	(pupils jumping up and down)
The furnaces heat water to make steam	(pupils whistling)
Steam turns a turbine, which then turns an electricity generator	(pupils spinning round)
Electricity is carried to our homes using pylons	(pupils as pylons with arms out)
We use electricity to watch TV, play computer games, cook.....	(pupil switching light on)

To reinforce, give pupils cards with the different stages of the energy process which they can arrange in the correct order.

Activity 1: Where does our energy come from?

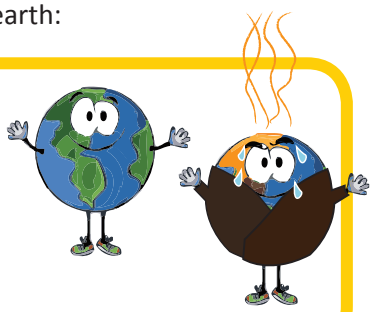
Explain that the energy we use in our homes, school and transport mostly comes from burning fossil fuels – coal, oil and gas. These were formed millions of years ago and are buried deep in the ground. Watch short explanation animations at Quick link 2.2 and 2.3. Explain that nearly 70% of the UK's energy comes from burning fossil fuels but there is not an infinite supply; they will eventually run out. Try the kinaesthetic activity 'The energy journey' (in the yellow box overleaf) to demonstrate the energy journey from mining fossil fuels to turning on a light.

Activity 2: How does our energy use affect our climate?

In the stimulus video, what was the gas that is released when we burn fossil fuels and helps keep our planet warm? *Carbon dioxide, CO_2. Explain that whenever we burn fossil fuels that puts carbon dioxide into the air.* Demonstrate what CO_2 is with a fizzy drink: the gas is dissolved in it, simply shake and open a new bottle. As the carbon dioxide 'escapes' out of the liquid it causes the bubbles and makes a hissing sound. Pupils can observe that carbon dioxide is colourless and odourless – we can't see it or smell it. We breathe it out and plants breathe it in. Show Photocard 10 of deforestation. **Why is this affecting the amount of carbon dioxide in the air?** *There are fewer trees to absorb the gas and when the trees are burned they produce even more carbon dioxide.*

Explain that the earth has a blanket of gas around it, called the atmosphere, which keeps it warm. This is a good thing, allowing life on earth as we know it. Use this role-play activity with a pupil as earth:

Imagine you are standing outside in winter wearing shorts and t-shirt. **How would it feel?** *Very cold.* Put a coat on them, explaining that this is the blanket of gases that keeps the earth warm. Carbon dioxide is one of these gases, and as we have been learning, more of these gases are going into the air. Put another coat onto the pupil, then another and another. **How do you feel now?** *Hot!* Explain that this is the effect the carbon dioxide is having on the earth when we burn fossil fuels - it is called the greenhouse effect.



Watch the Met Office video again at Quick link 1.1 from 2:53 to 3:48, demonstrating the Greenhouse effect, and reinforce with Photocard 16. If time, use the kinaesthetic activity in Quick link 2.4 to explore the greenhouse effect further. Look back at Photocards 10 - 15 showing the causes of climate change and emphasise that they produce greenhouse gases.

History extension: Explore Victorian Britain's energy and children working in the coal mines, Quick link 2.5.

NOW LET'S TAKE SOME ACTION!

Allow pupils to select an action from below. When it is completed they should colour in one of the continents on their reward map.

Sunny Keep an energy diary at home for 1 week, noting everything you use which requires energy (fuel or electricity). Ask your parents how things have changed, and ask them to list how many electrical appliances were used when they were children.

Sunnier Use Activity Sheet 3 to find out more about your family's attitudes to energy.

Sunniest Use Student Investigation 2 to independently research energy saving.

Plenary

Definitions activity: use the story of Colin CO_2 at Quick link 2.6 then use Activity Sheet 2 to ensure pupils understand the new vocabulary. Pupils could work in groups to write sentences using key words, or create a whole-class glossary for display.

Unit Three: Carbon Footprints

3

TIME
Ideal: 3 x 45 mins.
Minimum: 1 hour

RESOURCES
Reward map
Photocards 17-20
Activity Sheet 4
Paper, coloured pencils
Scissors
Electrical appliances
Watt-meter
Learning log

CURRICULUM LINKS
SCIENCE: Year 4
Electricity 1
GEOGRAPHY: Human 1.2

QUICK LINKS
Refer to Quick links sheet on DVD

KEYWORDS:

Earth
Carbon footprint
Greenhouse effect
Carbon dioxide

STUDENT OUTCOMES

Most pupils will:
- identify applicances that run on electricity;
- have an increased understanding of what their carbon footprint is and name five ways they can change their behaviour at home to reduce it;
- name three actions that can be taken to reduce energy use at school;
- take action to involve the rest of the school in saving energy.

PRE-UNIT KNOWLEDGE

Pupils need to have kept some form of energy diary to feed into this lesson.

STIMULUS

Hold up Photocard 17 showing the earth. Ask a pupil to hold this at the front of the class. Explain that we only have one earth, and we need to look after it and to share the resources we have between everyone.

Hold up Photocard 18 showing 2 ½ earths. Explain that if everyone in the world lived the lifestyle we have in the UK, this is the number of earths we would need to sustain us and keep us alive. Add to this that if everyone lived the way they do in the USA, we would need 4 ½ earths!

Finally, hold up Photocard 19 showing one third of an earth. Explain that if everyone in the world lived the lifestyle of someone from Bangladesh, this is the earth we would need. Discuss using questions below.

Is this fair?
What have we learnt from this activity?
What has this got to do with climate change?
These different lifestyles also affect the differing amounts of greenhouse gases we produce.

What is a carbon footprint?
Show Photocard 20 depicting the countries of the world and their size relative to the amount of carbon dioxide they produce. Note the difference between North America and countries in Africa. Explain that the amount of carbon dioxide and other greenhouse gases produced by an individual, an organisation or a country is called their carbon footprint. Referring back to the earth demonstration, **which country do you think has a bigger carbon footprint, the USA or the UK? How about the UK or Bangladesh?**

Activity 1: What energy do we use at home and in the classroom?

Explain that to understand the size of our carbon footprint, we first need to know how much energy we use. Show pupils the watt-meter and explain it shows the amount of energy appliances use. Allow pupils to attach the watt-meter to some common appliances to see the amount of energy that is used by each one. Used carefully, kettles and hairdryers are very effective for demonstration. Explain that any item that uses electricity to create heat (kettle, toaster, electric hobs, fan heaters etc.) requires a large amount of energy. Next, record the differences between appliances on stand-by and turned off at the wall e.g. computer, projector. See Activity Sheet 4 for a related maths extension. [note: if you do not have a watt-meter, visit Quick link 3.1 for useful data.]

Refer to the pupils' energy diary they kept at home from the previous unit. Discuss what the main uses of energy were. **How does the number of appliances compare with their parents' or grandparents'?** Brainstorm a list of the things which use energy at school. Ensure heating and cooking are included. Ideally, a full energy audit of the school could take place during this unit, dependent on your school: see the action box below for more details.

Activity 2: How can we reduce the amount of energy we use?

Use the interactive online game at Quick link 3.2 which allows pupils to decide on energy saving actions in the home. Ask pupils to draw round their foot and write a pledge inside the print, giving five energy-saving actions they will try to follow at home. Pupils take this home to share with their families.

Extension: pupils could investigate the carbon footprint of things they use or the food they eat.

Plenary

Use 'Think, Pair, Share' to come up with ideas for possible energy-saving actions in school. Link this to the sunny sections in the yellow box below. Look on your Sunny Schools DVD for more information on schools that have successfully saved a lot of energy.

NOW LET'S TAKE SOME ACTION!

Allow pupils to select an action from below. When it is completed they should colour in one of the continents on their reward map.

Sunny Make posters informing and teaching others to 'switch off', or to follow another related energy-saving action.

Sunnier Continue the footprint pledge activity using another footprint for saving energy at school. You could use the feet to make a display of a 'pledge tree' outside the classroom.

Sunniest Plan and carry out a full survey of energy use at school. The Carbon Detectives website has a comprehensive and detailed survey which can be followed; see Quick link 3.3 for further information. If your school has already done a survey, complete a follow-up survey to see if energy wastage has improved.

"If everyone in the UK installed just one energy-saving light bulb, we'd save enough CO_2 to fill the Albert Hall 1,200 times."

Unit Four: Renewable Energy

4

TIME
Ideal: 3 x 1 hour
Minimum: 1 hour

RESOURCES
Reward map
Photocard 21
Activity Sheet 5
Student Investigation 3
Renewable Energy Sheets
Calculator with solar panel
15 x small solar panels
15 x LEDs, 30 x wires
Battery
D&T unit 'Building an Eco-home'
Learning log

CURRICULUM LINKS
Science: Y3 Light 2; Y4 Electricity 4; Y5 Earth and Space 4; Y6 Electricity 1, 2, 3

QUICK LINKS
Refer to Quick links sheet on DVD

KEYWORDS:

Energy
Fossil fuels
Renewable energy
Solar power
Wind power
Hydropower
Tidal power
Wave power
Geothermal power
Biomass
Photovoltaic
Circuit
LED

STUDENT OUTCOMES

Most pupils will:
- identify the five sources of renewable energy;
- identify the two types of solar energy: heat and light;
- successfully build a circuit using a solar panel.

PRE-UNIT KNOWLEDGE

Understanding from Unit 2 that most of the UK's energy comes from fossil fuels but these will run out eventually.

STIMULUS

Ask pupils to imagine when they have felt the power of the earth: wind, sun, water, e.g. swimming at the beach, standing in the sunshine, flying a kite. Explain that there are ways of capturing this power to make energy. Use Quick link 4.1 to explore renewable and non-renewable energy sources. Follow with the advantages and disadvantages activity.

What is energy (recap)?
What forms of non-renewable energy did we learn about? *Coal, oil, gas, nuclear*
What forms of renewable energy did we learn about? *Wind, solar, hydro, tidal, wave, geothermal and biomass*
Why are renewable energy sources better for the environment? *They produce no pollution or carbon dioxide (or very little); the sources will not run out like fossil fuels; the capture of the energy is less harmful to the area where it is collected.*

"When making solar circuits, if your school has buzzers then use these as well as the LED bulbs. The varying sound levels are very good at demonstrating the effect of changing the amount of light on the panel. They love the noise, too!"

Activity 1: What are some of the advantages and disadvantages of renewable energy sources?

Using the Renewable Energy Fact Sheets explore the different forms of renewable energy in groups. The groups could report back to the rest of the class on what they have found or make posters to educate the rest of the school. Follow this with a role-play discussion of a wind farm proposal: use Photocard 21 of a wind farm in the UK, setting the scene of a town council meeting where the proposal of a wind farm in their town is being discussed. Next, read the Newsround article at Quick link 4.2. Assign roles to groups of pupils and hold a Town Council Meeting about whether they should build a wind farm or not. Suggested roles: town mayor, council members proposing the wind farm, farmers whose land it is near, local residents, business owners, environmental campaigners, newspaper journalists. Students could also investigate the first solar town in the UK - Wadebridge.

Activity 2: Building a solar circuit

Explain that there are two types of solar power: solar thermal energy (from heat) and solar electricity (from light). **What do we use to turn sunlight into electricity?** *Solar panels.* The technical name is Photovoltaic, PV for short. **Is there a solar panel in this room?** *Show them the solar powered calculator.* **Where does it get its power from?** *Demonstrate holding your finger over the panels in order to turn off the display.*

Recap how to make a circuit. **Where is the power coming from?** *Battery.* Remind pupils about its positive and negative ends. Demonstrate making a simple circuit and recap drawing with symbols. Discuss safety for electricity.

Show pupils the small panels. **What could it power?** *Size matters: a bigger panel = more electricity.* Show pupils the bulb and explain it is an LED, which stands for Light Emitting Diode, and it needs very little power. **How can we make this LED bulb light up with this panel?** *The panel is like a battery, providing power.* It also has positive and negative wires so they must take care to attach the bulb correctly. In pairs, ask pupils to make a circuit using Activity Sheet 5. Depending on the weather, test it outside in sunlight or underneath a lamp.

Plenary

Recap why alternative energy sources are needed and list some key advantages and disadvantages. Consider the average householder: **if solar panels are too expensive to install, what can be done instead?** e.g. switch provider/tariff to one which supports renewable energy production in the UK. Ideally, extend this with the practical D&T unit 'Building an Eco-home'.

NOW LET'S TAKE SOME ACTION!

Allow pupils to select an action from below. When it is completed they should colour in one of the continents on their reward map.

Sunny As a whole class, write a shared persuasive letter to the school council or Head teacher, lobbying for renewable energy use at school. Use Student investigation 3 to help your research.

Sunnier Try the fun 'Solar Cooking' activity on your DVD to explore the power of solar heat. Can you successfully melt some chocolate?

Sunniest Scenario: if your school was given £3,000 to become a greener school, how would you spend the money?

Schools with solar panels

Use the Solar Schools Supplement on your DVD to investigate your school's own electricity generation.

Unit Five: Solar Around the World

5

TIME
Ideal: 2 x 45 mins.
Minimum: 1 hour

RESOURCES
SolarAid PowerPoint presentation
Reward map
Atlases
Blindfolds
Photocard 22
Case Studies 1-7
Learning log

CURRICULUM LINKS
SCIENCE: Y3 Light 1; Y4 Living things 3; Y4 Electricity 2, 3, 4; Y5 Earth and Space 4
GEOGRAPHY: Location knowledge 1; Human Geography 1

QUICK LINKS
Refer to Quick links sheet on DVD

KEYWORDS:
Kerosene
Energy
Electricity
Solar

STUDENT OUTCOMES

Most pupils will:
- begin to recognise how solar power can be used to help people around the world;
- plan and carry out an assembly to share their learning with peers and adults.

PRE-UNIT KNOWLEDGE

Ideally some experience of diary writing.

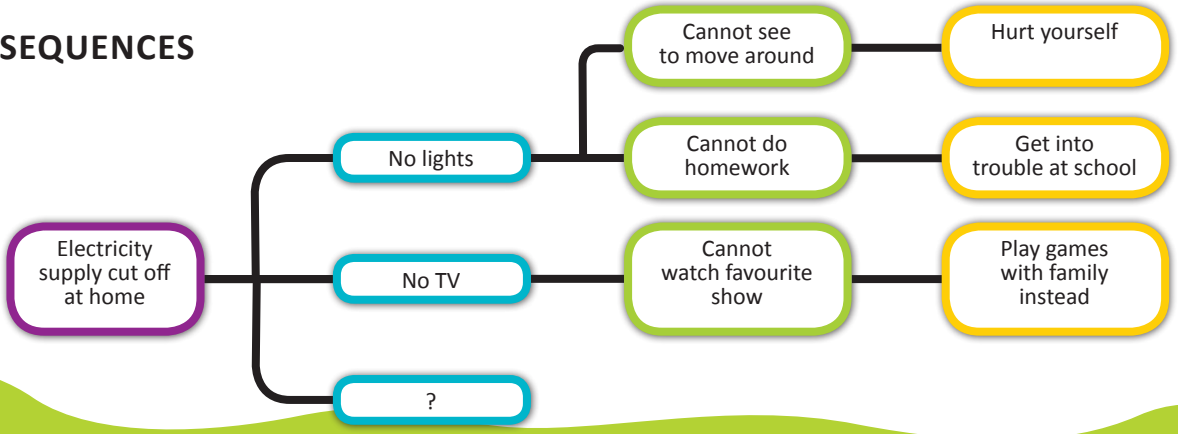
STIMULUS

Use the Unit 5 SolarAid PowerPoint presentation on the Sunny Schools DVD to support this lesson. Look at slide 1 and explain that it shows the earth by night: 1.6 billion people in the world have no access to electricity. Ask pupils to close their eyes and imagine they get home from school and there is no electricity. Discuss in pairs using the questions below and then complete the 'Consequences' activity as a class: demonstrate a flow chart of consequences on the board (on slide 2, example below) considering an aspect of home life. Pupils can independently create their own consequence flow diagram for an aspect of their school lives.

What would change?
What would you not be able to do?
What would you use for light?

Geography extension: Students could use atlases to explore the areas in the world without electricity.

CONSEQUENCES



Activity 1: Life without light?

Look at slide 3. **What would life be like without light?** Ask pupils to try and carry out a simple task whilst blindfolded – such as drawing a self-portrait, choosing the right jumper to put on, or pouring and drinking a glass of water without spilling it. This could be extended into a role play.

Activity 2: How do people manage without electricity?

Do people without electricity just live in darkness? Some do because they cannot afford to buy any candles or fuel. Look at slide 4. Many burn kerosene, a liquid fossil fuel, also called paraffin, which is a bit like petrol that we put in our cars. Read Case Study 1, an account of a kerosene lamp being used in a home. **Why is kerosene bad?** Explore with pupils: kerosene is bad for people's health, especially children's; it is dangerous (starting fires, accidental consumption); it is very expensive; it is bad for the environment (burning fossil fuel, air pollution).

Activity 2: How is solar power helping people around the world?

Show slide 5. **How can we capture the power of the sun?** Explain that for most of the people who do not have electricity, solar power would be the cheapest and most reliable form of energy. Show the film 'A Long Wait' on the DVD (also linked from slide 6). Explain that SolarAid is a charity that aims to banish the kerosene lamp from Africa by helping people to capture the power of the sun with small solar lamps. Read Case Study 2 of a family that now has solar lamps at home. **What was their life like before they had solar power? How has it changed?** Discuss and record in a comparison table. Encourage pupils to consider these key themes:

1. **People: how does it change the way people work and play together?**
2. **Environmental: how does this affect the environment and is it in good or bad ways?**
3. **Money: how does it affect the ways in which people earn a living?**

Use slides 7 - 12 to support understanding of how solar can transform lives. In groups, give out Case Studies 3 - 7 to read and discuss. Ask the pupils to put themselves in the shoes of one of the children and write a diary entry, reflecting on the day they got solar power and how it changed their lives. Find out more at Quicklink 5.1.

Plenary

Explain that their action for this unit will be completed as a whole class by holding an assembly to share their learning with the rest of the school. As a class, discuss what type of assembly they would like to hold and list some of their ideas. Look at the Assembly Sheet on the Sunny Schools DVD for inspiration.

NOW LET'S TAKE SOME ACTION!

Allow pupils to select an action from below. When it is completed they should colour in one of the continents on their reward map.

Sunny, Sunnier, Sunniest! Plan and hold an assembly on what you have been learning about solar around the world.

You could share poems, perform a play or give a presentation or demonstration.

"Speak to SolarAid about supporting their work in East Africa and borrowing solar lamps to use in your classroom."

Unit Six: Reflection

6

TIME
Ideal: 3 x 45 mins.
Minimum: 1 hour

RESOURCES
Quiz
Reward map
'Swatter'
Post-it notes in 2 colours
3 large pieces of paper
Learning log

CURRICULUM LINKS
As above

QUICK LINKS
Refer to Quick links sheet on DVD

KEYWORDS:

Full glossary

STUDENT OUTCOMES

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.