





Generation Zero Carbon Shropshire. Working for zero carbon emissions in Shropshire by 2030

Lesson Plan

<p>Learning Objectives and Success Criteria: By the end of this session you will:</p> <ul style="list-style-type: none"> ● Be able to explain how human lifestyle choices are contributing to the climate crisis. ● Be able to identify alternative choices and how to apply them to your daily life. ● Analyse and plan for steps to improve sustainability in your school. 			<p>Resources:</p> <ul style="list-style-type: none"> ● Generation Zero Carbon Shropshire’s video. ● Worksheets – one per student.
 <p>Presentation:</p>	<p>Bell work: Students work on the bell task as register and organisation happens. Take suggestions from students – question further eg “how would you go about doing that?” Could you foresee any potential problems with that suggestion? Work through slides 2 to 8 presenting an overview of the issues around climate change and how human activity is contributing to the crisis. Play the video by Generation Zero Carbon Shropshire. (You may wish to use a ‘listening worksheet’ which requires students to listen for specific information. Alternatively, just let them listen.</p>		
<p>Construct activity:</p> <ol style="list-style-type: none"> 1) Tell the students that they are going to work with their shoulder partner (sitting next to them). Tell them you will give them thirty seconds. They will take it in turns to tell things that they are currently doing in their day to day lives which might not be good for sustainability (eg, throw away crisp packets every day, waste paper, etc). After 30 seconds, pull the group together. Give them another minute to jot down all the ideas they shared on their worksheet. 2) Now the students work in their group of four. Person A reads something off the list, person B comes up with an alternative, Person C writes it down. Person D reads the next item on the list – keep going around. Give them 2 minutes. 3) Students work silently on their own and complete the section which details how they can reduce their use of single plastic and how they can reduce their personal carbon footprint. 4) Draw out the learning asking for some examples and drilling down further with questioning – “why do you think we all use plastic bottles?’ how could the bus service be improved?’ etc 			
 <p>Application:</p>	<p>Using the information they have discussed relating to their own lives, students will continue to work in their group of four.</p> <ol style="list-style-type: none"> a) Appoint a scribe – the other three take it in turns to state a sustainability issue currently occurring in school. At this point, stress that 		



they do not discuss the solutions. The scribe makes a list of all the points they make.

b) Appoint a different scribe – the other three take it in turns to propose a solution. The scribe makes a list against each problem. Eg plastic juice bottles used in dinner hall – just have jugs of juice/water and reusable cups.

Review



Students work individually to write a letter to Generation Zero Carbon. Please tell them that you will be sending a selection of their letters to the group and using all of them to give to the senior leadership team for consideration. Generation Zero Carbon will use the information in the letters to gather student opinions and concerns. This will inform the projects they plan in the future and will also be raised with the main Shropshire Climate Action Partnership as the voice of the younger community in Shropshire.

Differentiation:	Literacy and Keywords:	Cross Curricular Links:	Homework:	
<p>Groups can be arranged in mixed ability groups or other combinations to support differentiation. The teacher and TA's can then circulate accordingly during student activities asking stretch and challenge questions and supporting literacy etc. Create/use a word list of key vocabulary. Use Kagan style group work structure to ensure everyone has their say.</p> <p>Please be mindful that there is a lot of climate anxiety amongst young people. Some images may be upsetting for pupils on the autistic spectrum. Please modify any upsetting aspects for vulnerable students accordingly.</p>	<p>Sustainable Deforestation Recycle Extinction Global Asteroid Consume Emissions Plantations Anthropogenic</p>	<p>Literacy across the curriculum. English. Geography. Science. DT PHSE. Citizenship. Flexible Learning Days.</p>	<ul style="list-style-type: none"> Write a letter to your MP/local councillor explaining your concerns about climate crisis and your ideas for any action you think should be taken. Design a graphic which can be displayed in school/on website/internal schools comms to encourage students to act more sustainably. 	<p>Please select five to six of the student responses from the last activity. If possible scan them and return to Generation Zero Carbon Shropshire at</p>