

KS1/2 – Climate Change Shared Learning Activity

KS2 Subjects:

Curriculum Links
English: 4a, 4c
Geography: 3a, 3d, 3g
Citizenship: 2a, 2b, 4a, 4b

Children create a display about their local environment, focusing particularly on the animals and plants which live there and describing their feelings about the environment. They also fill in an 'exchange sheet' in order to share ideas with children at their partner school.

Objectives

- Children investigate their local environment and learn about plants and animals which live there
- Children consider their response to the environment, how it makes them feel and why it is important to look after it
- Children create a display and fill in an 'exchange sheet' illustrating what they have learnt, which is swapped with their partner school. Perceptions, stereotyping, similarities and differences are explored.

Preparation

- A4 or A3 paper, colouring implements, art materials

Session 1: What is in our local environment?

Preparation

- This session could link well with a geographical investigation of the local environment.
- First, choose the focus for your study – it could be your school and grounds, the environment around the school, or a local area of natural interest.
- You may like to take your class for a walk around the area for inspiration.
- You will need a whiteboard and marker pens – or you could record the pupils' ideas on flipchart paper for future use.

Time: 30 mins

1. Ask the class questions about the chosen environment and collect the answers on a whiteboard. *What can we see in this place? What animals (including birds and insects) live there? What plants and trees? Are there any we don't know the names of? Can we find out? Do any of the plants have particular uses? (eg. food, medicine, building materials, shade, animal habitats, etc.?)*
2. Ask pupils for suggestions of how this environment makes them feel and collect the answers on a board. (Discuss or give examples of 'feeling' words if necessary) Ask supplementary questions, *eg. Is the local environment important to us? Is this particular place important to us? What about the plants and animals that live there? What might damage this place or the things which live in it? What might improve this place? What can we do to take care of the environment?*
3. Use the answers to fill in the exchange sheet. Pupils could work in groups to complete this or you may wish to fill it in yourself based on the class discussion.

Session 2: Create your displays

Preparation

- A4 or A3 paper, colouring implements, art materials

Time: 60 mins

4. Pupils prepare a display about their local environment – this can be done individually or in groups. The format of this is flexible but please keep in mind practicalities of posting to Ethiopia! A set of A4 or A3 posters would work well.
5. Ask them to label their display with information from the ideastorming session.
6. Under each picture, they should write a sentence about how their chosen place makes them feel.
7. Then post your display and exchange sheets to your partner school.

Session 3: What do we think the environment of our partner school is like?

Preparation

- A4 paper, drawing and colouring implements

Time: 30 mins

8. After you have completed your display, ask pupils to draw what they think pupils from their link school can see in their local environment and what animals and plants live there. Keep these in a safe place until the responses arrive from your link school.

Session 4: How does the local environment of our link school compare with ours?

Preparation

- Have the pictures from Session 3 available

Time: 30 mins

9. When the display arrives from your partner school, first compare the pupils' pictures from Session 3 with the pictures from the Ethiopian children. *Can they see the things we expected them to see? What plants and animals live in their local environment? Are they the ones we expected? Where did we get our ideas from?* (Depending on age and ability of the class, you could extend this into a discussion of what kinds of things the media focus on about any country, including UK, and whether this gives the whole picture.)
10. Now compare the information from your link school with what you shared about your local environment. *What is different about the local environment of our partner school? What are the similarities? How do children at our partner school feel about their environment?*

Exchange Sheet

Link Coordinator/Teacher Name.....

School Name.....

Class.....

1. What is your display about? Where is it?

2. What animals are there in the local environment? Describe them

3. What trees and plants are there? Are any that we can eat or use for medicine?
What about the trees? Do they have any particular uses?

4. How do you feel about the environment?

5. Is there a garden in your school? What do you grow there?

6. What can we do to look after the local environment?

7. Write a question here for the children in your partner school:

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8. If your partner school has sent you a question, use this box to answer it: