CLIMATE PROJECT - PLANNING SHEET

Abstract *(author's name, content of the planning, age of children):*
<u>*Agents of Change*</u>

This session is designed to support young people to learn in an engaging way and to identify a change that they can make to help with climate change.

This session was created by young people for young people. The information stations were researched and created by the young people, they decided what age group they wanted to create them for and they made them age appropriate. This session was delivered to ages 8-10 yrs old

Their research was based upon the resources shared by Bonn University.

Development goals (acquired competences) *:

- Learning about the relationship between CO2 increase and increased cattle population
- Learning about ways to recycle and reuse
- Learning ways in which they could reduce energy use.
- Young people to identify a way in which they can personally make a difference.

Further development- We tasked an older peer group with researching and creating the information stations. This developed their research and leadership skills.

Planning:

- <mark>Activity</mark> Identify three key stations- example- relationship between co2 and cattle, ways to recycle and reuse, ways to reduce energy. Create three information stations. These can be short PPTs, posters or displays. Age appropriate for the group. Research available from Bonn University resources.
- Split the group into three and rotate them around the three information stations.
- <mark>Reflection</mark> After rotating through the 3 stations task the group with a few minutes of reflection with these questions- did you learn something new? What change could you make to help?
- <mark>Response</mark> Using templates or free hand drawing design superheroes that have the 'power' to make the changes they want to make. Example – plant more trees, switch off lights, pick up litter.
- <mark>Conclusion</mark> Remind the group that they have these powers and that collective changes add up and make a difference

Resources:

- Information stations – these can be powerpoint or displays
- Paper
- Pens
- Superhero templates
- Lollipop sticks
- Glue

Feedback:

- " I enjoyed going around the stations and learning"
- "It was a quick way to find out new things"
- "I liked making a superhero and having the same powers"

Development goals (acquired competences):

Self-competence: how children apply the knowledge in their lives

Creating the 'Superhero' allows them to apply what they have learned into an action. The action that the superhero carries out is something that they can also do.

Factual-competence: what new content they learnt about the climatechange

They have learned that there is a link between the rise in CO2 and rise in cattle population.

Social skills: how children cooperate to make a difference in climaticterms, as a group

The young people could see collectively that they could make a difference, looking at their superheroes and discussing how much difference they could make together as a team. This reminded them that they too could make a difference.

Methodological-competence: how children learn and apply scientific procedures