



# Climate Change Presentation Guidance Notes

**Time:** 30-45 minutes.

**Age:** 5-8 years.

## Lesson aim:

The aim of this lesson is not to go into detail about climate science, as this would be too complex for a younger audience. Instead, the session will look to introduce the phrase climate change and what this means in real life, focusing at the end on how we can be kinder to the planet.

## Outcome:

By the end of this lessons, students will have learnt what climate change is and what it means to them through use of the presentation and associated interactive activities. Also, they will have learnt what everyday actions can be done to help the environment and will have made a commitment to protecting the earth by creating a class pledge tree.

## Materials:

This document acts as a guidance document for presentation of the slides on climate change named: *Climate Presentation Age 5-8 – Presentation*.

## The procedure:

### **Slide 2:**

Guidance: This slide gets the children thinking about the Earth and what it consists of. Showing the picture, you can then ask some questions to get them talking.

Some questions to ask (adapting for the age and ability):

- What is this on the screen?
- What are the blue parts? And what lives in these oceans and seas?
- What are the green/yellow parts? What lives on these parts? (us!)
- Where are the coldest areas? (Poles!)
- Where are the warmest areas? (Along the Equator!)
- What are the white parts? Clouds!

Then introduce the atmosphere as shown by the ring around the Earth. The atmosphere surrounds the earth like a bubble! It protects us from the rays of the sun and the cold of space. It also contains the air that we breathe. When we do certain activities in every day life, we release other gases, which can be harmful, into the atmosphere!

### **Slide 3:**

Guidance: But the Earth is changing – it's getting hotter and hotter, which is causing problems for our planet. This is called Climate Change!

### **Slide 4:**

Guidance: This slide will get the pupils to think about how the planet is changing, using the example of polar bears in the arctic, as this is likely to be familiar. Ask the children to look at this picture, and

ask them what they picture when they think about the arctic. What is it like? (Cold, polar bears, snow, ice, white).

**Slide 5:**

Guidance: This slide will show the pupils the reality of the arctic, and it's not what they were thinking. There is little snow, and little ice, and this is because of climate change.

**Slide 6:**

Guidance: This slide will further introduce the children to the impacts of climate change, to get them to understand the wider context in a simple way.

Focus first on the sun, asking the children what it is and what it does. It keeps us warm! Ask them about whether they have noticed it getting warmer in summer? Ask them why this is happening? It's because of climate change! Ask them what the hotter weather means to them? They may say they get burnt or they need to drink more water.

Then get them to think about what this means to the planet, and particularly the elements shown on the presentation.

1. Polar bear – their snow and ice is melting, they lose their homes.
2. Koala – where do they live? Australia! How could they be in trouble? The increased temperature and less water = forest fires (they might have seen this on the news).
3. Sea turtle – rising sea levels, warmer sand, impacts their babies! Do you know where turtles lay their eggs? On the beach! The sand temperature determines whether the babies are girls or boys! And with warmer sand, there are now more girls than boys!

**Slide 7:**

Guidance: The aim of this slide is to get them to think very simply about what is causing climate change.

1. Car: pollutes through their use, releasing harmful chemicals into the atmosphere
2. Cows: produce methane as they fart!
3. Power station: What does this do? It produces electricity for us to power our things. What relies on electricity? Get them to think of something they have that needs electricity.
4. Tree: What is this? It's called deforestation - this is where we chop down trees. What do we use the wood for? What problems could it cause? Do you know any animals that live in the forest?
5. More people: more people, means more cars, more cows and more electricity, which ultimately means more climate change.

**Slide 8:**

Guidance: Ask the children to talk to the person next to them about what they think they can do to stop harming the planet? Ask them to share their ideas with the class. This will be spoken about in more detail in the coming slides.

**Slide 9:**

Guidance: This slide shows three simple ways to reduce your impact on the planet.

1. How can you use less electricity? Ask the children to come up with some suggestions. E.g. turn off lights, unplug chargers, turn off the tv
2. How can you use the car less? Ride a bike and walk to school instead of driving.

3. Who eats meat? Do you eat meat every day? Can you try a meat-free Monday?

**Slide 10:**

Guidance: This slide introduces the importance of tree planting, and the benefits that trees bring aside from the climate.

Why are trees important?:

1. They house lots of animals! Can you name any animals that belong in the trees? (birds, monkeys, etc)
2. They provide lots of medicines! Ask the children if they have ever been poorly and had to have medicine? The forests provide ingredients for 25% of our medicines!
3. They also help with the climate – just like we breathe in oxygen, the trees actually take in carbon dioxide and suck up the harmful pollutants, and in return they release oxygen that we can breathe

**Slide 11:**

Guidance: The most important thing we can do to protect our planet, is to talk about it! Ask the children if they recognise the girl on the screen? Her name is Greta Thunberg, and she organises climate talks around the world, to raise awareness and share her knowledge. She encourages children and adults to work together to make a change.

**Closing Activity:**

**Slide 12: Make a pledge!** Ask the children to write down something they are going to do to protect the planet. It can be as big or as small as they would like. Ask them to share this with the class, and collect all pledges in to make a pledge tree for the children to look at in their classroom.

**Anticipated problems/solutions:**

- For the lower age range, little knowledge of the planet may prevent too much of a detailed discussion around how the planet is changing. The presentation is adaptable in the sense that the level of depth can be adjusted in accordance with the age range. Just getting the children to think about the relatable animals and everyday life should aid understanding and allow them to have one key point to take away
- Pledge tree not able to be created due to home learning – in this case, you could create a virtual pledge tree and email out to the parents for the students to have displayed at home.

*We hope you found this presentation useful and your class enjoyed it. We would love to hear from you and would greatly appreciate it if you could email us at [ESG@sonnedix](mailto:ESG@sonnedix) with your feedback and some pictures of the pledges and pledge tree!*