



STAY OR GO: LESSON PLAN

Welcome

The Climate Action Toolkit is a set of enriching and engaging classroom activities designed and tested by staff at the University of Cambridge Y5-6 pupils (9-11 years old) to explore the urgent topic of climate change. 5 hour- long lessons which have been tested in primary schools.

Stay or Go? Climate Change and Migration: In this session, pupils will learn more about climate change and human migration and explore how they might be linked.

Session Aim: To help students understand the interactions between climate change and human migration through decision-making games.

Learning Outcomes

Knowledge:

- **Climate change:** Understand that climate change is different from weather, causing long-term changes affecting the planet. Use relatable examples like hotter summers or stronger storms.
- **Migration:** Recognise that migration means moving from one place to another to live there. Identify why people move (e.g., finding food, escaping danger, joining family), focusing on specific examples related to climate change.
- **Uneven impacts:** Understand that climate change affects different places and people differently.
- **Adaptation:** Know that people can adjust to changing environments. Explore simple adaptation strategies like saving water or building stronger homes.

Skills:

- **Comparison:** Compare stories of different climate challenges and how people adapt.
- **Problem-solving:** Brainstorm adaptation to climate challenges
- **Decision-making:** Work in groups to comprehend and apply information to make an informed decision.

Attitudes:

- **Empathy:** Care about others affected by climate change and experiencing migration.
- **Hope:** Feel hopeful about their own future and the future of others
- **Global citizenship:** Develop an awareness of the global interconnectedness of climate change and its impacts on communities.

Connection to Climate Change Theme:

This activity directly addresses the interconnectivity of climate change with other challenges and asks pupils to consider how climate change has different impacts in different places.

Primary Curriculum Links:

Geography

- **Human and Physical Geography:** describe and understand key aspects of: climate zones, biomes, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- **Place knowledge:** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Science

Living things and their habitats: recognise that environments can change and that this can sometimes pose dangers to living things.





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Lesson Plan

Before you start, you will need to have the following resources:

- Mini whiteboards and pens
- Stay or Go PowerPoint presentation (provided)
- Stay or Go Climate Script (provided, printing optional)
- 2 x 3 locations sheets (provided, printing required)
- 2 x 3 climate sheets (provided, printing required)
- 1 worksheet per pupil (provided, printing required)
- 1 piece of plain paper per pupil
- Coloured pencils/pens
- Extension activity sheets (provided, printing required)

Activity	Guidance	Resources	Time
01 Starter: Climate Whiteboard Game	<p>Purpose: show that people's circumstances and decisions change how they experience climate change.</p> <p>Activity: decision-making game following activities related to climate change on an imaginary planet.</p> <p>All activity instructions are on the accompanying story script, which you will read out as the teacher. The presentation slides accompany the story. This guides pupils to make a series of choices about life on an imaginary planet. All pupils start with £10, represented by 10 lines on their whiteboards. The script then narrates a series of climate changes which mean that pupils gain or lose money depending on the choices made at the start of the game.</p> <p>You can choose whether students play individually or in pairs/groups. The winner is the pupil/pair with the most money left at the end of the game.</p> <p>Questions for follow-up discussion include:</p> <ul style="list-style-type: none">• What choices did the winning individual(s)/team(s) make that meant they won?• What does this tell us about how different people experience climate change?• What could we do better to mitigate the effects of climate change?	<p>Mini whiteboards and pens</p> <p>Story script</p> <p>PowerPoint presentation</p>	15 mins





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02 Discussion: Intro to Session Theme	<p>Once you have finished the game, it's time to introduce the theme of the day's session: Stay or Go? Climate Change and Migration.</p> <p>Taking each concept in turn, ask pupils them to think, pair, share what is meant by:</p> <ul style="list-style-type: none">• climate change• migration• adaptation <p>Definitions might emerge from discussion. In the appendix, you'll find definitions and discussion points.</p>	None	10 mins
03 Stay or Go?	<p>A) The second activity requires pupils to make an assessment about whether to stay or go (migrate) from a particular location that is currently or will be affected by climate change.</p> <p>Split the class into 6 groups (A-F) and give each group a location sheet. There are three different location sheets, so give the Tuvalu cards to groups A and B, the Fairbourne cards to groups C and D, and the Nairobi cards to E and F. Give each pupil a blank worksheet (attached).</p> <p>Each group will read their location card, and then complete Question 1 on the worksheet.</p> <p>B) Once they have made sufficient progress, recap with the group some of the major effects of climate change by asking questions (e.g. hotter temperatures, weather changes, job changes).</p> <p>C) Once this has been recapped, hand out the climate information sheets (or, if printed on the back of the location sheet, ask the students to turn this over). Pupils can now complete the rest of the questions on the worksheet.</p>	<p>2 x 3 location sheets (6 total) and 2 x 3 climate impact sheets (6 total)</p> <p>1 piece of plain paper per student</p> <p>Coloured pencils/pens</p>	<p>A) 10 mins</p> <p>B) 5 mins</p> <p>C) 10 mins</p>
03a Extension	<p>There is an extension worksheet for those who finish quickly which asks pupils to communicate their decision on a comic strip.</p>	Extension worksheet	





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04 Plenary	<p>To conclude the lesson, each pupil must take their worksheet and find a pupil with a different location (1 minute to find someone and assign/be assigned number 1 and number 2). The pair then take turns to describe their location to each other, explain the challenges and their decision to stay or migrate.</p> <p><i>Scaffolding Suggestion: If you think your class might struggle with this, ask two pupils to do this in front of the class as an example before commencing the activity.</i></p>	None	5 mins
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Appendix: Key Definitions

Climate Change:

It's important they understand the difference between the weather and climate change. Ask them to look outside and tell you what the weather is. Climate change is when the Earth's weather changes over a long time, much longer than a few hot or stormy days. In many places it will lead to hotter temperatures. We know human activity causes this through burning fuels like the petrol that powers cars. These are called fossil fuels. It can have impacts like stronger storms, hotter summers, rising sea levels, and melting glaciers.

Migration:

Ask pupils if they have ever moved to a new house or school? Migration is similar, but on a bigger scale. It's when people move from one place to another to live there. Sometimes people move for fun reasons, like wanting to be near family. But sometimes they move because they have to, like when their old home is no longer safe or comfortable. Climate change can make some places unsafe or difficult to live in, so people might need to migrate to find somewhere better.

Adaptation:

You now know that climate change causes long term shifts in weather patterns. Just like when you put on sunscreen and a hat for hot days or a big coat on a cold day, individuals, communities and governments can make changes so that these changes impact them less. We call these changes adaptation. This could include:

- Farmers might plant different crops that thrive in the heat.
- Communities might build sturdier homes to withstand storms, or erect flood barriers
- Cities might expand their green spaces to keep temperatures down

