



ADVOCACY: LESSON PLAN

Welcome

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

Knowledge:

- Climate change: Students understand that there are different perspectives on climate change and climate change solutions
- Advocacy Insights: Students know about the role of advocacy in combating climate change, including historical and contemporary figures who have made significant contributions to the movement.
- Argumentation: Students understand various arguments surrounding climate change debates, including scientific evidence, policy implications, and ethical considerations.

Skills:

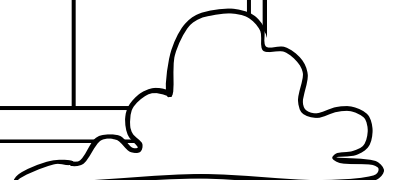
- Critical Analysis: Students will have developed their ability to critically assess information related to climate change, discerning facts from misinformation.
- Persuasive Communication: Students will have developed their ability to articulate persuasive arguments verbally, with an emphasis on constructing logical, evidence-based arguments.
- Collaboration: Students will have strengthened their collaborative skills through group discussions, debates, and projects that encourage teamwork and collective problem-solving.

Attitudes:

- Empathy and Responsibility: Students will have cultivated a sense of empathy towards affected communities and a sense of personal responsibility towards environmental stewardship.
- Optimism and Agency: Students will have increased understanding that individual and collective actions can make a difference in addressing climate change.
- Global Citizenship: Students will understand the interconnectedness of global communities in the context of climate change and the importance of global solidarity and action.

Lesson Plan

Activity	Guidance	Resources Needed	Time
01 Starter Interactive Storytelling	<ul style="list-style-type: none">• Divide the class into several groups, each has 5-6 students.• Hand out the fact sheets to each group, ensuring each group has a complete set for one advocate.• Make sure that every student has at least one fact sheet. Tell them that on the back of each fact sheet, there is a date when the event occurred.• The students will show each other the dates and arrange these events in chronological order as quickly as possible to form a complete storyline.• The whole group will review the story together (e.g., every kid will read their own fact sheet out loud to the group).	<p>Factsheets for each climate change advocate, divided into six segments with achievements on the front and date on the back</p> <p>Factsheet answers (in the Appendix of this lesson plan)</p>	15 min





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	<ul style="list-style-type: none">• The group that organise their timeline first present their advocate's story to the class, with each member contributing a part of the story. Each member will read the one event on their fact sheet (if the group has less than 6 kids, then one of them could read 2 events).• Continue presentations in the order groups based on the order when they completed their stories organisation.		
02 Activity Flashcard Game	<ul style="list-style-type: none">• Students are given flashcards with quotes or facts about climate change on one side and solutions or opposing arguments on the other.• There will be 5 different flashcards, so students must talk to each other and find their match (who have the same cards with them), and they should stay together as a group.• Once matches are found, students will form 5 groups (with 6-7 students per group) and have a short discussion about their flashcards. Teachers will provide some guide questions: "What do you know about this problem?" "Why does this solution work?" "Do you agree or disagree?" "If you are a student, do you think the argument on the card makes sense? What about you as a parent? What about you as a mayor?" <p>Flashcard 1: Problem: Cutting down trees (deforestation) increases CO2 in the air and contributes to global warming. The land where trees are cut down is then often used for agriculture.</p> <p>Solutions:</p> <ul style="list-style-type: none">• Put in place laws to stop trees being cut down and protect land with trees on it.• Businesses: Fine businesses that continue to cut down trees. Use and produce products made from recycled materials.	<p>Flashcards that match the number of students. There should be 5 different flashcards, each has 6 or 7 copies (based on how many students there will be)</p> <p>The flashcards have the climate change problems and solutions on the front, and the opposing views on the back. It would be good to distinguish the front and back sides with different colours.</p>	10 min





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Tax products that require trees to be cut down.

Opposing Viewpoints:

- Land is needed for farming, both animals and crops, as well as for forests.
- Land is needed for building and housing.
- We regularly use products from deforestation like paper.

Flashcard 2:

Challenge: Greenhouse gases, like CO₂, from cars, factories, and agriculture trap heat in the atmosphere, causing global warming.

Solutions:

- Walk, bike, or use public transport instead of cars and planes.
- Generate electricity using renewable sources instead of fossil fuels
- Eat less meat and mostly vegetarian food.

Opposing Viewpoints:

- In some places it is very inconvenient not to use cars. For example, places without good public transportation systems, buses never on time, etc.
- People might not be able to get enough protein and other nutrients found in meat. Also, people who live on livestock farming may lose their jobs.

Flashcard 3:

Challenge: Animal agriculture to produce meat for food also produces high levels of greenhouse gases, including methane and carbon dioxide.

Solutions:

- Eat less meat because meat produces higher levels of carbon dioxide than eating the same amount of protein from vegetable sources.
- Eat more vegetables, grains and pulses, which have enough nutrients in them but don't produce as much greenhouse gas.

Other viewpoints:

- Farmers who farm sheep and cows rely on this for money and might struggle if there are less people eating lamb and beef.





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- People who need lots of protein or iron, like athletes, might struggle to get enough protein without meat.

Flashcard 4:

Problem: Wasting water means less clean water for drinking and farming.

Solutions:

- People: Use less water, for example, turning off the tap while brushing our teeth.
- Local Communities: Install rainwater harvesting systems in public buildings.

Opposing Viewpoints:

- Water is abundant and not at risk of running out. People can even use sea water right now with technologies.
- Rainwater harvesting systems can be costly and need lots of maintenance.

Flashcard 5:

Problem: Using electricity from fossil fuel sources contributes to climate change by producing greenhouse gases.

Solutions:

- Families: Reduce energy use at home by turning off lights and electronics when not in use.
- Families: Install insulation in homes to reduce how much energy is needed for heating.
- Schools: Install solar panels to generate clean electricity.

Opposing Viewpoints:

- Changing personal habits can be inconvenient and won't make a big difference on a global scale.
- The renewable energy sources might have some risks that we have not found yet, so it could be less reliable and efficient as people thought.





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03 Activity Role-Playing the Debate	<ul style="list-style-type: none">Based on the groups assigned in the previous activity, students will pick a stance. They do not necessarily need to personally agree with the argument as the focus is on developing students' advocacy and debate skills.They will act in the roles of:<ol style="list-style-type: none">Advocate for a solution (max two students).Concerned citizen who is opposed to that solution (max two students).Policy-makers (max two students).Advocates and citizens are aiming to persuade the policy-makers to take their positions. Students are encouraged to add their own arguments and knowledge to the debate.The policymakers will make the decision on who has won the debate. The winner will be the speaker for this group in the next activity. If a decision is hard to make, then a policy-maker will be the speaker.	Flashcards used in previous activity.	20 min
04 Activity Draft Action Plans	<ul style="list-style-type: none">Encourage students to reflect on the flashcards discussed, focusing on the solutions to the climate change issues on their flashcards.Instruct students to think of specific actions they can take in three key areas of their lives: personal (individual actions), family (actions they can encourage or do with their family), and school/community (actions they can initiate or participate in within their school or community). Students should write down their action plans, outlining at least one action for each of the three areas.When all the students in a group agree on an action plan, the speaker for this group will make a brief presentation to the class. It will include:<ol style="list-style-type: none">What is the climate change issue their group is focused on?What actions do they think they could take to make a difference?	Paper and pencils/markers for students to create their action plans. Flashcards from the previous activity for reference.	10 min





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05 Conclusion	<ul style="list-style-type: none">• Students will vote for their favourite action plan.• Acknowledge students' effort, creativity, and participation. Highlight standout contributions and insights.• Emphasise the importance of each person's role in combating climate change and encourage students to share what they've learned with their families.		5 min
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Appendix

Details of factsheets:

Greta Thunberg:

August 2018:

Greta starts skipping school on Fridays to sit outside her country's government buildings, asking leaders to fight harder against climate change.

December 2018:

Greta gives a speech at a big meeting for world leaders about climate change, asking them to do more to protect the planet.

March 2019:

People suggest Greta for a Peace Prize because she's inspiring others to help stop climate change.

August 2019:

Greta sails across the Atlantic Ocean to New York, instead of flying, to talk at a big meeting in America about the climate. Flying produces very high levels of greenhouse gases, like Carbon dioxide.

September 2019:

Greta gives a powerful speech saying "How dare you" to leaders for not doing enough about climate change. It gets a lot of people talking.

December 2019:

A famous magazine names Greta the most important person of the year because she's done so much to fight climate change.

Sir David Attenborough

1940s:

David Attenborough has been fascinated by the natural world since he was a young boy.

1954:

David presented his first TV series, "Zoo Quest," showing animals from around the world.

1979:

A ground-breaking TV show, "Life on Earth", made David a household name, changing how we see the planet's life.

1980s:

In "Voice for Conservation", David uses his voice and documentaries to tell us about the beauty of our world and why we must protect it.





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2017:

David's documentary "Blue Planet II" on ocean life showed the harmful effects of plastic pollution, inspiring global change.

2020:

In "A Life on Our Planet", David shares his witness statement for the natural world, urging us all to take action to save our planet.

Vanessa Nakate

Early days:

Vanessa Nakate was deeply moved by the climate issues affecting her home country, Uganda, leading her to activism.

2018:

Vanessa begins her climate activism journey, motivated by a desire to combat the disproportionate impact of climate change on Africa.

2019:

Vanessa launches the Youth for Future Africa and the Rise Up Movement Africa to advocate for the use of renewable energy and address climate change impacts.

January 2020:

Vanessa gains global attention after being cropped out of a photo at the World Economic Forum in Davos, sparking discussions on representation in climate activism.

2020:

Vanessa challenges world leaders at international forums, advocating for climate justice and urgent action to combat global warming.

2021:

Vanessa publishes her book, "A Bigger Picture," sharing her journey and calling for inclusive representation in the climate movement.

Xiuhtezcatl Martinez

Early Days:

Xiuhtezcatl started helping the Earth when he was very young because he loves nature.

2013:

Xiuhtezcatl gave a big talk at the United Nations, telling people we need to help our planet.

2015:

Xiuhtezcatl and other kids asked the government to do a better job protecting the air for all of us.

2017:

Xiuhtezcatl wrote a book called We Rise to tell young people they can help the Earth too.

2019:

Xiuhtezcatl spoke again at the United Nations, saying it's really important to look after our world.

2020:

Xiuhtezcatl makes music that shares his love for the Earth and tells us why we should protect it.





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Leah Namugerwa

Early days:

Growing up in Uganda, Leah saw how climate change was hurting her country, Uganda, and knew she had to do something about it.

February 2019:

Leah decided to stand up for the Earth by skipping school on Fridays, asking leaders to save our planet.

August 2019:

When Leah turned 15, Leah didn't want a regular party. Instead, she planted 200 trees to help the Earth breathe.

2019 onwards:

Leah didn't like how plastic bags were everywhere, hurting animals and nature. So, she started asking people to stop using them.

2020:

Leah had a big idea – what if everyone planted a tree on their birthday? She started a project to make it happen.

2021:

Leah's Birthday Trees project gains momentum, encouraging people worldwide to plant trees on their birthdays as a gift to the Earth.

Jamie Margolin

Early days:

From a young age, Jamie could see the effects of climate change and knew she wanted to protect the Earth.

2017:

At 16, Jamie co-founded Zero Hour, a movement that empowers young people to take action on climate change.

2018

Jamie helped organize a youth climate march in Washington, D.C., and across the globe to demand climate action.

Earlier in 2019

Jamie spoke out against pollution and fought for laws to ensure cleaner air and a healthier environment.

September 2019

Jamie took her message to the U.S. Congress, bravely telling politicians why urgent climate action is needed.

2020:

Jamie wrote a book, *Youth to Power: Your Voice and How to Use It*, to share her journey and inspire others to join the fight against climate change.

