

Understanding COP26 and Climate change

Classroom Activity 1: COP26

IN THE CLASSROOM

AIM: To help pupils understand what COP26 and climate change means and why protecting the environment is so important. Making direct links to the benefits of actively travelling school and the impact of air pollution.

OBJECTIVES:

This lesson will enable pupils to:

- Understand the general concept of what COP26 and climate change means and why it's bad for our planet.
- Recognise how they may be more sustainable and what might affect climate change
- Consider how reducing our carbon emissions will have a direct impact on the planet and our school environment.

CURRICULUM LINKS:

- GEOGRAPHY/SOCIAL STUDIES – local area.
- SCIENCE – plants, animals (including humans), everyday materials.

RESOURCES:

- Writing pens
- Colouring pens
- Writing and drawing paper
- Projector / computer to play video
- Print out activity cards ahead of lesson
- Whiteboard or flipchart



OVERVIEW:

LESSON 1: What is COP26 & Climate change

1. To start the lesson, play one of these videos on what COP26 and climate change is:
www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-climate/zjdthbk (EYFS & KS1 on the difference between climate and weather)
<https://youtu.be/ScX29WBJI3w> (KS1 and KS2 on climate change)
<https://www.youtube.com/watch?v=hPMt03eZAoA> (KS2 on COP26)
2. **EYFS & KS1:** Watch the video and then ask the pupils about **what they can do to help stop the climate from getting warmer** and warmer.
 - i) Ask them to draw and write about something they can do to help stop the climate changing.
 - ii) Build a word/picture wall with words such as walk, cycle, ride, scoot, recycle, etc.
3. **KS2:** Please share the 'facts for pupils' on COP26 in the attached email.
 - i) Using the fact sheets **ask pupils to create a mind map** showing their understanding of what climate change is. These can be aimed at one of three target groups: parents, peers, younger children to help them understand more about it.
4. Ask pupils to get into pairs or groups of 4 and hand out the below cards, explaining that these pictures represent different types of activities that can cause air pollution which affects climate change. Ask the pupils to think about the pictures they can see on the cards.
5. Ask the pupils to order the cards from least to most polluting. (You will need to print and cut them out ahead of the lesson).



LESSON 1: PICTURE CARDS



Energy Production and distribution



Walking, Cycling and Scooting



Road Vehicles



Non-Road Transport



Industry and Factories



Household and Business



Answers:

Order	Activity	% of pollution emitted
1	Walking / Cycling / Scooting	0% pollution
2	Households and businesses	10% of pollution
3	Industries and Factories	16% of pollution
4	Non road transport (trains, planes and boats)	17% of pollution
5	Energy production and distribution	22% of pollution
6	Road vehicles (cars, motorbikes, lorries)	34% of pollution

