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| **Timing** | **Who leading?** | **Element**  | **Slides** | **Key activities** | **Resources required**  |
| **PRE-ACTIIVITY**30 minutes  |  |  |  | Students to complete their carbon footprint [https://footprint.wwf.org.uk](https://footprint.wwf.org.uk/) | Link to website and resource  |
| 9.30am10 mins |  | Welcome; what is Carbon Literacy; why are we here? Check-in and housekeeping | 1-4 | Introductions and setting the scene  |  |
| 9.40am10 mins |  | Bingo game | 5 | Bingo | Climate Action Bingo Cards |
| 9.505 mins |  | What is Carbon Literacy?Climate change and Leicester | 6 |  |  |
| 9.555 mins |  | Climate Change what do we know already?  | 7-9 | Mind map starting point | Plain paperPens / pencils |
| 10.0020 mins |  | What is Greenhouse Effect? Impact of each Greenhouse Gas.Practical activity which shows how light and heat is trapped by the layer of CO2Card sort activity on sources. | 10-17 | Watch videoReinforcement activityGreenhouse Gases card sort activity | 1 and 2 – Greenhouse effect diagram and card sort3– GHG Gases card sort |
| 10.2020 mins |  | Talk about carbon footprints Carbon Footprints – production and vulnerability Group card activity – production and vulnerability  | 18-24 | Card sort Climate Justice Activity Video clips in impact of climate change internationally  | 4– Country and Vulnerability card sort |
| 10.4010 mins |  | Climate Change and Leicester | 25-28 | Using BBC Website, look at how the local area will be affected using postcode. Use other postcodes to demonstrate changes in the UK. Talk about agriculture and flooding specific to Leicester | [<https://www.bbc.co.uk/news/resources/idt-d6338d9f-8789-4bc2-b6d7-3691c0e7d138>](https://www.bbc.co.uk/news/resources/idt-d6338d9f-8789-4bc2-b6d7-3691c0e7d138) |
| **10.50 BREAK/PLAYTIME** |  |  | 29-31 |  |  |
| 11.0010 mins |  | UK Carbon Footprint – presentation of buses  | 32-4 | UK carbon footprint completed before the session (or during depending on class) [https://footprint.wwf.org.uk](https://footprint.wwf.org.uk/) | 5 – Carbon Footprint Calculator (recording sheet for the footprint calculation to be sent out prior to course – to be led by teacher) |
| 11.1010 mins |  | Food Footprints | 45-47 | Food card sort  | 6- The Carbon Footprint of Food card sort |
| 11.2010 mins |  | Travel Footprints  | 48-52 | Travel card sort | 7- The Carbon Footprint of Travel Card Sort |
| 11.3010 mins |  | Zero Carbon World – Targets/Quiz | 53-71 | Questions related to film  | Quiz slides  |
| 11.4020 mins |  | Zero Carbon World – Postcards from the Future | 72-82 | Imagining a zero carbon world – drawing a picture of the vision for LeicesterGetting to Carbon Neutral – discussing actions that can be taken in groups select top three and how they can make it happen | Paper / Colouring pencils 8- Zero Carbon World - Postcards from the Future -Vision Hand Outs |
| **LUNCH** |  |  |  |  |  |
| 1.0015 mins |  | Zero Carbon School | 83-90 | Students put themselves in order or high to low carbon school footprintMini talk on carbon emissions of a school*School Eco-Team could do a mini-presentation* | 9- The Carbon Footprint of a School Card Sort  |
| 1.1510 mins |  | A Post Covid Future | 91-97 | Presentation on the effect of Covid on GHG emissions and how the world responded to an emergency. Discussion on why the climate emergency doesn’t always seem like and emergency. |  |
| 1.2520 mins |  | Taking Action – individual & group | 98-104 | Discussion on how they can take action, who they/ what can influenceDeclaring a climate emergency in school |  |
| 1.4515 mins |  | Individual actions | 105 | Students to think about different invidiual actions that could be carried out (on post it notes) Then produce individual leaves as part of a pledge tree | Pledge tree leaves (and branch in school) |
| 2.0015 mins |  | Communication ideas and activity | 106 -119 | Discussion of why is it important to be able to communicate about climate change?How to talk to different people in school activity and feedback to the class |  |
| 2.1545 mins minimum (this could be done on another day) |  | Group action – Climate classroom  | 120 | At the end of this course we are expected you to communicate with others in a ‘Climate Classroom’ | How Bad Are Bananas books (class set) Climate Classroom resrouces – CLT Primary Pack Lessons 7&8 |
| **FOLLOW UP SESSION** |  | Carry out the climate classroom (2 hour session) |  |  |  |