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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 |
| 9.30am  10 mins |  | Welcome; what is Carbon Literacy; why are we here?  Check-in and housekeeping | 1-4 | Introductions and setting the scene |  |
| 9.40am  10 mins |  | Bingo game | 5 | Bingo | Climate Action Bingo Cards |
| 9.50  5 mins |  | What is Carbon Literacy?  Climate change and Leicester | 6 |  |  |
| 9.55  5 mins |  | Climate Change what do we know already? | 7-9 | Mind map starting point | Plain paper  Pens / pencils |
| 10.00  20 mins |  | What is Greenhouse Effect? Impact of each Greenhouse Gas.  Practical activity which shows how light and heat is trapped by the layer of CO2  Card sort activity on sources. | 10-17 | Watch video  Reinforcement activity  Greenhouse Gases card sort activity | 1 and 2 – Greenhouse effect diagram and card sort  3– GHG Gases card sort |
| 10.20  20 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 |
| 10.40  10 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 |  |  |
| 11.00  10 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) |
| 11.10  10 mins |  | Food Footprints | 45-47 | Food card sort | 6- The Carbon Footprint of Food card sort |
| 11.20  10 mins |  | Travel Footprints | 48-52 | Travel card sort | 7- The Carbon Footprint of Travel Card Sort |
| 11.30  10 mins |  | Zero Carbon World – Targets/Quiz | 53-71 | Questions related to film | Quiz slides |
| 11.40  20 mins |  | Zero Carbon World – Postcards from the Future | 72-82 | Imagining a zero carbon world – drawing a picture of the vision for Leicester  Getting 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** |  |  |  |  |  |
| 1.00  15 mins |  | Zero Carbon School | 83-90 | Students put themselves in order or high to low carbon school footprint  Mini talk on carbon emissions of a school  *School Eco-Team could do a mini-presentation* | 9- The Carbon Footprint of a School Card Sort |
| 1.15  10 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. |  |
| 1.25  20 mins |  | Taking Action – individual & group | 98-104 | Discussion on how they can take action, who they/ what can influence  Declaring a climate emergency in school |  |
| 1.45  15 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) |
| 2.00  15 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 |  |
| 2.15  45 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) |  |  |  |