

INTERDISCIPLINARY SUSTAINABILITY
PRIMARY TEACHERS PACK

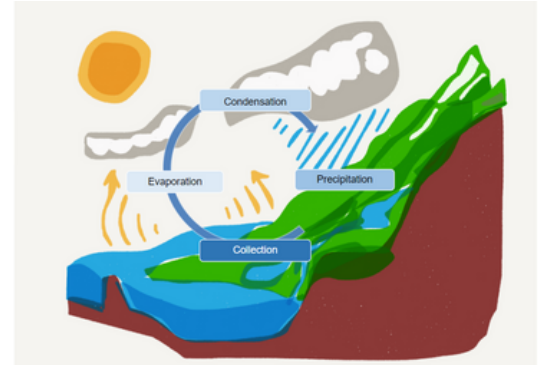
CLIMATE CHANGE ACTIVITIES

EXPLORING CLIMATE CHANGE THROUGH CREATIVE MOVEMENT & VISUAL ARTS

LEARNING INTENTIONS:

Pupils are learning to:

1. Represent climate change through movement models
2. Better understanding of how climate change impacts their local area by adapting these creative models
3. Demonstrate ways to reduce these impacts through visual arts
4. Link interdisciplinary science and creativity in the context of global challenges



A basic understanding of the water cycle is beneficial to this lesson plan.

If your pupils have not covered this topic before, we have a freely accessible resource on the water cycle which can be accessed [here](#).

These activities were developed as part of Dear Green Place with the aim to think creatively about how global understanding of climate change (e.g. covered using dance in activity 3) may affect things that young people care about locally (activity 1). Then thinking about what actions can happen (activity 4) to help mitigate this.

This resource works well being run as 3 x 1 hour sessions over a 3 week period with an optional 4th week to perform the movement model to the school or another class. An accompanying optional PowerPoint for the resource can be found [here](#). Each of the activities can also be run as stand alone activities.

Week 1

- Run activity 1 and 2.

Week 2

- Revise content covered in the previous week before running activity 3.
- Try the dance model to music.

Week 3

- Practise and finalise dance model from the previous week if not yet finished.
- Run activity 4.

Week 4 (Optional)

- Rehearse dance model and put on a final performance with music (could be performed at a school assembly or for another year group).

This resource was developed from the Dear Green Place initiative led by Platform and Lewis Hetherington funded by Creative Scotland and the Scottish Government.

ACTIVITY 1:



20 MINUTES

WHERE DO WE SEE THE WORLD IN 30 YEARS?

Often it's hard to understand how a global understanding of climate change can affect things locally, and link this to what young people care about. This activity was designed to build up on the assets – good things – that the young people care about locally, in their wider country and the wider world, developing a collective model to then link to how climate change could affect these things

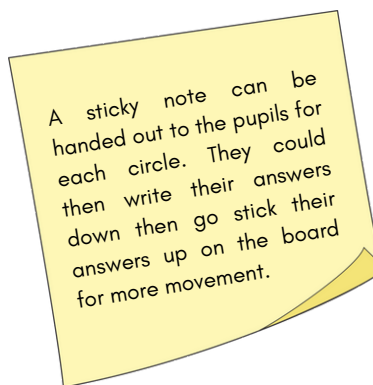


MATERIALS NEEDED

- Whiteboard / Large sheet of paper
- Marker pens
- Sticky notes (optional)

METHOD

1. Draw out the model below on a whiteboard or a large sheet of paper so everyone can see it.



2. Taking answers from the learners, work your way from the inner circle to the outer circle asking what they like about each of these places (“what do you like in your local area?”) or what they would like to see in these places (“what would you like to see in the world outside Scotland?”) and write the answers into each of the circles.

3. Once all the circles are filled out ask the pupils what they think the world will be like in 30 years from now. Like before, go around and write down the learners answers on the outside of all the circles.

4. Mention Climate Change if it hasn't been brought up already. Ask the pupils if they think Climate Change will have an impact on how the world will look in 30 years and how this in turn might impact the things they enjoy about their local area, their country and the world.



EXTENSION TASK

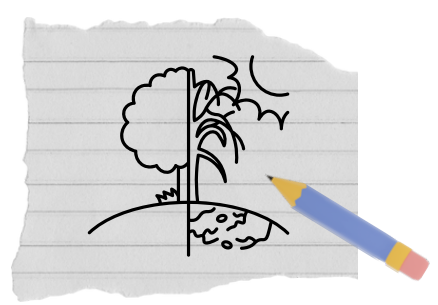
Click [here](#) for a Climate Time Machine that will allow the learners to see the effects of climate change over time and encourage them to reflect more on how the time machine might look 30 years from now.



ACTIVITY 2: VISUALISING CLIMATE CHANGE

MATERIALS NEEDED:

- Print out of Climate drawing worksheets/blank paper
- Pens/Pencils

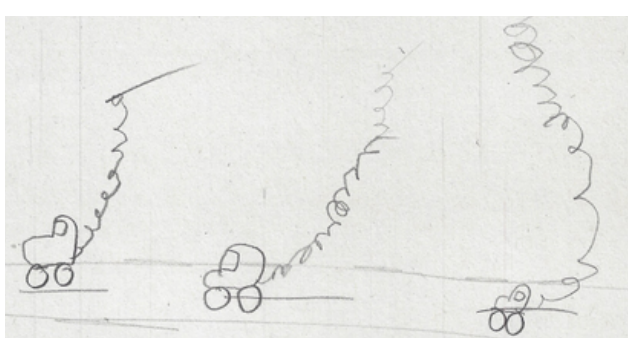


METHOD:

1. Hand out the drawing worksheet/blank paper out to the learners
2. Ask them to draw what climate change means to them adding labels and colouring in their artwork

If learners are stuck on what to draw prompt them by asking what images pop into their head when they hear the phrase climate change and to draw those images - if the learner says climate change means nothing to them and they don't visualise anything this is completely valid and they can write nothing on their worksheet.

Examples from pupils in Easterhouse



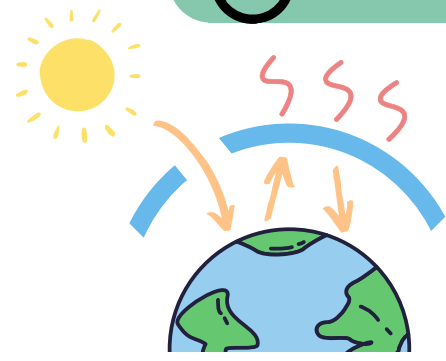
EXTENSION TASK

Talk through with the learners the common themes that have come up in their drawing e.g. if lots of pupils have drawn cars explore with them the effect they think cars have on climate change. Ask why they think certain themes come up most commonly vs themes that haven't been mentioned if you have some in mind that no one drew.

This task can be revisited at the end of all the workshops as a final activity then the original images handed back out for the learners to reflect on the changes in their drawings if there are any. Is there anything in their original image they no longer associate with climate change for example.

ACTIVITY 3:

CLIMATE CHANGE MOVEMENT MODEL



MATERIALS NEEDED:

- Open space for movement
- Background music

METHOD:

Outlined below are some key processes in climate change which pupils are encouraged to add to, make changes, and add any other facts related to climate change they think are relevant or that they'd like people to be aware of. We would also encourage the learners to come up with their own creative movements to represent each step with some example steps below to start you off if needed.

We used a powerpoint to explore the key processes in climate change with the pupils we worked with which you can access [here](#). This [short video clip](#) gives a brief introduction to climate change and greenhouse gases while this [video clip](#) gives a more detailed explanation on causes and effects of climate change.

SUGGESTED STARTING POSITION FOR THE DANCE

Majority of the learners standing in a circle representing the earth. A few students standing away from the circle in a cluster to represent the sun.

CLIMATE CHANGE

EXAMPLE DANCE STEP

2

Energy from the sun enters the atmosphere with some of this energy then leaving the atmosphere.

The sun learners come into the outer circle circling round the inner circle and going back to their starting position.

3

Greenhouse gases are produced on Earth which traps more of the suns energy in the atmosphere

The inner circle stamps their feet and the sun learners come back into the atmosphere now trapped by the outer circle who link hands.

4

This causes the atmosphere to get hotter causing increased evaporation on earth

The inner circle wipe their arms on their foreheads and the sun learners join the outer circle. The outer circle make a pulling motion from the inner circle.

5

Increased evaporation leads to bigger clouds therefore increased rainfall and storms in parts of the worlds

The outer circle make a raining gesture with their fingers while side stepping round while the inner circle cover their heads.

6

More thunder and lighting increases the likelihood of wildfires in parts of the world

The outer circle stamp their feet and flick their hands at the inner circle. The inner circle wave their arms above their heads.

7 As the global temperature increases, icebergs melt causing the sea levels to rise

The outer circle slowly falls down to the ground while the inner circle crouch down then stand up tall until they're on their tiptoes.

8 If this continues the extreme weather changes will cause permanent damage to the earth

The inner circle slowly collapses to the ground.



You can access free ceilidh music for the learners to perform their movement model to here: <https://www.scienceceilidh.com/powerofmusic>



ADDITIONAL STEPS

Here are some other idea of steps going into more detail about direct impact of climate change that can be added and developed once the learners are confident with the first version of their dance. What other ones can you and your learners come up with and add to your climate model?

CLIMATE CHANGE

DANCE STEP

This leads to parts of the earth experiencing drought leading to dead local fish and birds

Learners walk around flapping their arms or making swimming motions with their arms.

Add in between steps 4 and 5

With urbanisation, the ground is unable to absorb as much water leading to more floods.

Learners crouch down and make hammer motions while slowly standing up.

Add in between steps 5 and 6

Plants and crops are destroyed as well as animal habitats

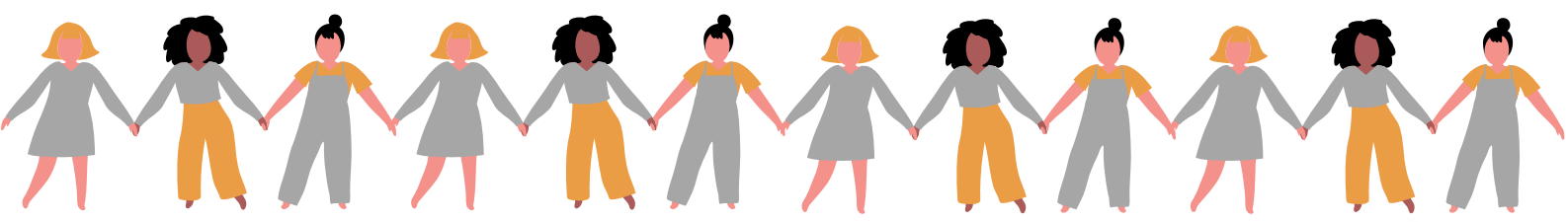
Learners shrivel down into a crouch or gallop around the space representing animals fleeing.

Add in between steps 6 and 7

Increased flooding leads to people having to relocate and move homes

Everyone huddles together in the middle

Add in between steps 7 and 8





ACTIVITY 4: COMMUNITY MAP

MATERIALS NEEDED

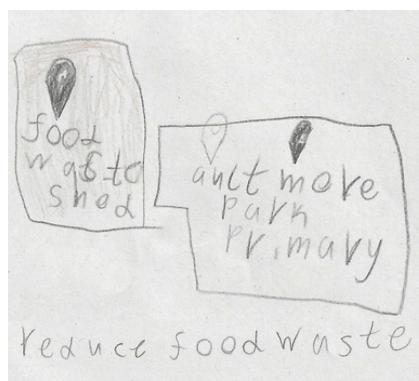
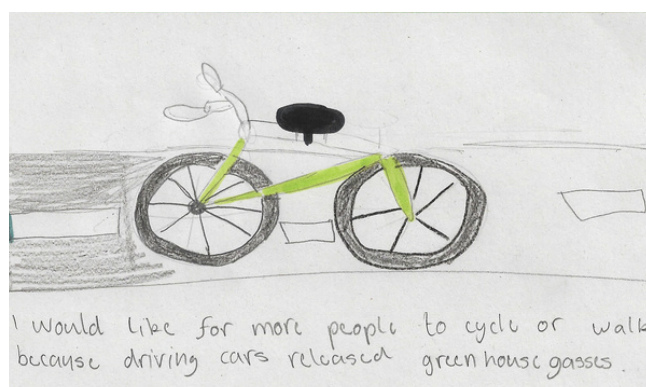
- Print out of map drawing worksheets/blank paper
- Pens/Pencils



METHOD

1. Encourage the learners to think about an action their local community could take to help tackle climate change. This can build directly on the ideas generated in Activity 1.
2. Once the learners have thought up an action, have them draw their idea down adding labels and colouring their drawing in.
3. Encourage the learners reflect on why that action would make a difference for climate change. For example, in the case of creating more cycle lanes this could encourage more people to cycle over driving.
4. Have the learners think about where this idea could happen if relevant. For example, if the idea is to create more cycle lanes, where in your local area could use more cycle lanes.

Examples from pupils in Easterhouse



EXTENSION

Think of ways your class could use their ideas to effect change. For example, could they send their drawing with a letter to their local MSP? Are there any ideas you can implement in your own classroom/school?