

Google Earth

**BUILDING  
UNDERSTANDING  
AND ACTION  
FOR OUR PLANET**



Total time

**x2 60 mins**

Age range

**8-14 years**



# Community Conversations for Climate Change



## Learning outcomes

- The learner is able to communicate the changes they see happening in their hometown/community
- The learner is able to listen effectively to members of their community through a Climate Change Conversation
- The learner is able to identify a positive personal climate action or behaviour from the past

## Lesson Overview

### Part 1: An introduction to climate change

- Step 1: Students think about how different locations can have an impact on their emotions
- Step 2: Students discuss climate change by looking at a positive example of young people taking action for it
- Step 3: Students generate questions for the community members visit
- Step 4: Students create a class “Steps to Success” for the community visit

### Part 2: Climate Change Conversations with our Community

- Step 1: Students review the “Steps to Success”
- Step 2: Students participate in a Climate Change Conversation with their community members
- Step 3: Students choose a creative way to illustrate their findings from the conversations
- Step 3: Students decide on an individual action to tackle climate change

## Note to Educators

Before this lesson, organise for guests from the community to come in to be interviewed by the children. Ideally, they will be from different generations so can explain the environmental changes they’ve noticed to students. Alternatively, you can complete Part 1 in class with students and ask them to interview their parents and/or guardians at home. Then in Part 2 of the lesson, the class comes back together and shares what they learnt from the conversations with adults at home.

- If your students are new to learning about the Global Goals check out this great short video introduced by Malala Yousafzai: <https://vimeo.com/138852758>
- You can also find a 30 minute introduction to the Global Goals lesson plan here: [http://cdn.worldslargestlesson.globalgoals.org/2017/07/1\\_Introducing\\_30\\_Lesson\\_Plan-copy.pdf](http://cdn.worldslargestlesson.globalgoals.org/2017/07/1_Introducing_30_Lesson_Plan-copy.pdf)

## Part 1: An Introduction to Climate Change

### Step 1 Connecting Our Emotions to Locations

5  
mins

Ask students to close their eyes. Tell them you are going to say an emotion and you want them to imagine somewhere they would want to be when they’re feeling that emotion. Go through a range of different emotions. Ask if there are any students who feel comfortable to share the location they imagined. *Was this similar to others? Were there any recurring themes from the class - e.g students imagining being outside when they want to play.*

Draw conclusions that many of the places we want to go to when we feel positive emotions, are special and need to be protected. They are areas of our collective home that we all care for.

Explain to students that the location or environment around us can help us feel better. For example, many people feel calmer if they are outside in nature. *Do students agree?*

## Step 2 Introducing Climate Change

10  
mins

Next show the image on **Appendix 1** on the board. *What is happening here? What might the student be doing? Why might they be doing this? Has anyone done anything like this before?*

Allow time for discussion and see if any students mention the word **climate change**.

Put the term 'climate change' on the board and ask; *Have you heard this term before? What do you think it might mean? Have you seen it in the news?* Allow for students to share their thoughts, feelings and opinions with a talk partner.

## Step 3 Preparing for Climate Change Conversations

20  
mins

Many people around the world are noticing that climate change is impacting where they live. *Have students noticed any impacts of climate change on their communities?*

Explain that students will have the opportunity to speak to some guests who are coming into the school. They are elderly members of our community who will be talking to us about some of the changes they have noticed happening in the student's local community.

Put the following headings on the board:

- 1) Weather
- 2) Food
- 3) Transport

Ask students to work in pairs and select which theme they would like to focus on. *What types of questions could students ask?* See **Appendix 2** for examples.

Students work together to generate a list of questions. Assign different questions to students in anticipation of the visit.

Ask students:

- *Why might it be important to hear from someone in our community who is older than us?*
- *Why might it be important to speak to different people when trying to gather evidence of how our community has changed?*

## Step 4 Creating a “Steps to Success” for the Visit

15  
mins

Next, set expectations for the visit with students. *How can this visit be a successful and positive experience? What skill do students need to demonstrate whilst the visitors are here?* Create a Steps to Success list that remains visible during the Conversation.

## Part 2: Climate Change Conversations with our Community

### Step 1 Reviewing Expectations for the Visit

5  
mins

Recap with students the expectations for the visit and how we can all work together to make this a positive experience.

### Step 2 Climate Change Conversations

30  
mins

Remind students to take notes of visitor's responses & that they will be using their notes for a future activity afterwards. Ask students to take it in turns to ask questions. Once finished, thank guests for attending the event.

### Step 3 Climate Change Conversations

15  
mins

Give students freedom to then choose how they would like to express their findings from their conversations. For example, students may want to draw them by using **Appendix 3**, illustrating the differences between what the community members mention are between when they were young and now. Or students may wish to write a speech, as shown in **Appendix 4** by Nomundari Urantulga, a 14-year-old from Mongolia. She wrote this powerful piece whilst addressing Ministers at the High-Level Political Forum in 2019.

### Step 4 Looking to the Past for a Positive Action for Climate Change

15  
mins

*Was there anything that surprised students with the community members' responses? Was there anything they said that students could try and replicate right now in the present?*

E.g. re-using materials, learning skills on how to repair/sew, walking to school (if safe)

Or think about how students can share what they have learnt from members of their community. How can they raise awareness of how their home has changed? E.g. creating a 'Did You Know?' Wall in their school community showcasing the changes in temperature, weather, human behaviours.

Set students the challenge of replicating a positive behaviour/habit from the past and repurposing it for the present to take as an action for Global Goal 13 Climate Action. Say that for the next week students will do this and then come back in a week's time to review how it went. *What worked? What didn't work?*

### Step 5 Share Your Learning with Us!

We love to see what you and your students create – please tag us [@TheWorldsLesson](#) [@EarthOutreach](#)

Thank you!

## Appendix 1 Students Participating in Positive Actions for Climate Change





## WEATHER

How has the weather changed?

How have the seasons changed?

Does the summer seem longer or shorter?

Does the winter seem longer or shorter?

Do the rainy seasons seem shorter/longer?

Does the rain come at the same time as when you were our age?  
How has it changed?

Do temperatures seem hotter or colder?



## FOOD

Did you eat differently before? Has the way you eat changed?

Make a connection between food and climate change?

Do you eat based on what is available in the season?

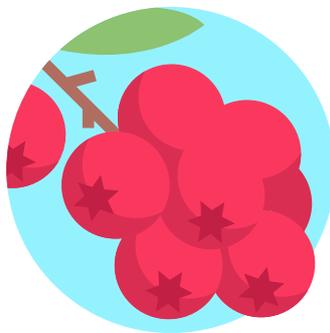
What type of food do you eat that is not from this season but comes from another country or weather?

Has the way we use energy for cooking changed?

What grows in which seasons?

Do you grow any of your own food?

Where do you get your food from and has this changed?



## TRANSPORT

How has the way children get to school changed?

How has the way people move around changed?

How has the way children and young people spend time outside changed?

How has the way people move in cities changed?

How has the way you use public transport changed?

Do roads seem more or less busy?

How has the way people get to work changed?



# Appendix 3 Now and Then Student Worksheet

TOPIC	THEN	TOPIC	NOW
<b>What they said...</b>			
<b>My drawing...</b>			
<b>My action for...</b> 			



### TAKE URGENT ACTION TO COMBAT CLIMATE CHANGE AND ITS IMPACTS

*“My mom and dad are in their 40’s. They’re not that old but the things they say seem like a fairytale to me. When my mom was my age or talking about the city of Ulaanbaatar, 30 years ago, seems to be talking about another city and state. As my mother told me;*

*In **Summer**, everyone goes to their summer house, knee long grasses, all types of beautiful flowers, butterflies flying everywhere, catching fishes, and having a great time by collecting so many types of fruits in forest. Now this picture is gone. 2-3 cars are outside of every house, rivers are drying out, no more knee long grasses and colourful flowers only the names of rivers and ankle long grasses.*

*Even though **Winter** is cold everyone waits patiently for it, white snow covering the whole city, skiing outside not too far away from their houses, playing outside in clean air. Now this picture is gone. Air is polluted, not so many people are playing outside because it’s freezing. There are so many apartments, we have to go far away and pay a lot in order to ski.*

***In Mongolia, around 527 lakes and streams have dried out. This loss of water is contributing to the desertification, as 25 percent of its land has turned into desert in the past 30 years.***

*Since now we have a lot of animals and rivers to protect instead of regretting it is important to intensify environmental protection. Maybe before, we fought for terrain but in future we will fight for our water to drink and our air to breath. So I’m not asking you but telling you, not to fight for today but for tomorrow. Also I appeal to my peers to love the earth for our future.”*

By **NOMUNDARI Urantulga, 14 years old**  
Mongolia, Ulaanbaatar