

# Geography: KS2

## Climate change

**NB:** there is a lot of discussion and explanation throughout this lesson due to the amount of factual context around the climate emergency that needs to be shared. You may therefore wish to deliver the lesson over an extended 1.5 hour period, or split over two sessions.

### Learning Objective(s):

- Explain how traditional gender roles can make women more vulnerable to climate change.

### Success Criteria:

- Children can identify reasons why women are particularly vulnerable to climate change.
- Children can explain climate change has a greater impact on people that are most reliant on natural resources to survive, or are least able to respond to natural hazards.
- Children can compare and contrast how gender expectations affect different societies.

### National Curriculum Objective(s):

- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

### Gender Equality Objective(s):

- If I see something which is unfair, whether towards me or someone else, I can say so and I can explain why
- I can identify effective ways to challenge stereotyping or inequality

### Resources:

- Women and climate change true or false cards
- Powerpoint

### Key vocabulary:

Settlement, economy, trade links, natural resources, natural hazards, developing country, developed country

### Lesson Starter

(5 mins)

**Ask: what is climate change?** Think, pair, share. Explain climate means the weather over a long period of time. For example, we might say the climate in London is...? Rainy, cold etc. So climate change is when these weather patterns change for a long time.

	<p>Explain that the planet is getting hotter. <b>What effects might this have? How much do we really know about it?</b></p> <p><b>Slide 1:</b> Challenge children to play ‘Just A Minute’ with a partner. Put one minute on the clock and one partner must talk about climate change. If they hesitate, repeat themselves or deviate, their partner takes over. The winner is the person left talking when the minute is over.</p>
<p><b>Main teaching</b></p> <p>(2 mins)</p> <p>(10 mins)</p>	<p><b>Ask, do you think climate change affects everyone in the same way? Discuss which people might be affected more severely (e.g. people from economically less developed areas, women, children). Slides 2 &amp; 3:</b> Introduce LO and <b>Task 1</b> (at their tables).</p> <p><b>Slide 4:</b> As children come back to the carpet show them this video: <a href="https://www.youtube.com/watch?v=YKmvdiXIDFI">https://www.youtube.com/watch?v=YKmvdiXIDFI</a>.</p> <p>Children can take notes in their books if time allows. Pause the video when it talks about <b>gender responsive climate projects</b> and discuss that these are exciting projects designed to help cope with climate change – but particularly focusing on making things more equal for women.</p> <p><b>Slides 5 &amp; 6:</b> Explain that today the children have an Apprentice Challenge – Lord Sugar needs them to plan an amazing, local community project to tackle climate change and the negative effects it’s having on women in particular. So what does he mean? Recap as a class the main reasons women are generally affected worse by climate change. Say we need to find the best way to tackle these problems – take suggestions.</p> <p>Push most able to consider referring to the following in their plan:</p> <ol style="list-style-type: none"> <li>1. More women should be consulted and involved in carrying out climate change projects. Think about how to respond best to what they need.</li> <li>2. Climate projects might be given money, but these funds need to be looked at by social and gender experts.</li> <li>3. More women should hold seats on discussion panels</li> <li>4. Funds should be made more available to women’s groups.</li> </ol> <p>Text...</p> <p><b>Slides 7, 8, &amp; 9:</b> Now before you come up with an idea, you need to do some market research. First, <b>where will you base your project?</b> Point to the map on the board, ask children where they think women are worst affected by climate change. Explain that it is the Asia/Pacific region. Why? Because it is a relatively poor area of the world, more reliant on agriculture and more prone to natural hazards.</p> <p>Let’s look at some gender responsive climate projects that have been successful already. Drama activity (<b>Task 2</b>). Then introduce main activity (below).</p>

<p><b>Learning Tasks</b> Task One (5 mins)</p>	<p><b>Slide 10:</b> Children work in teams at their tables to sort their pack of climate cards into true and false. Say you're looking for the table that works best – what do I mean by that? Explain you're looking not just for speed but for thoughtful discussion and reasoning, and teams that include everyone. Tell children they are in fact ALL true. Give children a print-out of the facts to stick in their book – they must then choose the three they find most interesting and highlight them.</p>
<p>(3 mins)</p>	<p><b>Did you find anything surprising?</b> Discuss as a class and children then write a few sentences on what surprised them. Discuss how traditional gender roles in the UK compare to those around the world – and why challenging these is important.</p>
<p><b>Task Two</b> (7 mins)</p>	<p><b>Drama activity:</b> Read a story about a successful project in Bangladesh (below). Children act it out as it's read to them, either doing actions as a class or a few people improvising actions at the front.</p>
<p>Main activity (20 mins to plan – this could be developed as a long-term project)</p>	<p><u>Teacher reads this information to the class:</u> <b>Bangladesh climate project</b> Bangladesh is prone to natural disaster – why might this be? (Point to position on map – (it's prone to flooding and waterlogging as it is a river delta). It has lots of poverty, with a weak government and a high population. Women are particularly vulnerable to climate change because they have limited power in society. They often stay at home and might not get warning messages, and are responsible for gathering water, which may not be clean. <b>What can be done?</b> To cope with climate change, women store matches, food, medicine and fuel sources in safe places and teach their children to swim. Women are now more involved in disaster response decision-making, through local committees and community organisations. <b>What about in other countries?</b> In <b>South Africa</b>, women plant crops near water – to help with drought. They preserve food for periods of drought or crop failure. There aren't many women in local government. In <b>India</b>, one lady feeds her chickens over her flooded fields, to grow the number of fish that now live in her fields. She earns money from growing the fish stock. Supporting local initiatives like this can help to protect women from the effects of climate change.</p>
<p><b>Plenary</b></p>	<p><b>Slide 11:</b> How are people affected differently by climate change? What can we do to help the situation? Share ideas and feedback with suggestions on how to develop other groups' ideas – verbally or by putting post-it notes on their work.</p>

### Differentiation

- Mixed ability groups, use the first page of 'Women and climate change true or false cards' as prompts to help SEN. (Page 1 focuses on the problems that climate change causes for women). Children who are struggling could come up with different solutions for one or more of these cards before joining the group for the Apprentice Challenge.
- Page 2 focuses on stats – encourage most able children to use these stats as evidence to support their points when planning and pitching their climate projects.

### Extension

- Children prepare a creative pitch for their climate projects to share with the class. Encourage them to use facts as evidence to support their decisions, explain how these will help to solve problems and work on a clear USP.

### Follow-up Ideas

The climate projects could be developed over a few lessons, with children budgeting costs, making products or adverts, writing pitches and eventually trialling the project.

Maths – compare how eco-friendly different energy companies are.

To adapt for **KS1**, focus on the key problems women face because of climate change – act these out and discuss how to help e.g. girls have to walk a long way to collect water – how could we make this better? Children make posters drawing these problems on – most able might be more creative e.g. draw a girl's face and have the ideas coming out of her mind. Encourage them to write their solutions as an extension.

### Cross-curricular Links

Art/DT – design and create products for their projects

Maths – budgeting resources

English – writing persuasive, snappy pitches

Science – exploring how heat and floods can increase spread of diseases