

**Exploring a Climate Ready Place**

SECONDARY SHOOL WORKSHOP PLAN

Version 2.0, updated October 2017

This lesson plan and accompanying resources have been developed in partnership with pas www.pas.org.uk

**Exploring A Climate Ready Place**

**Secondary School Workshop Plan**

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| **List of supporting resources for this workshop**  **Resource 1**: Image set – different environments  **Resource 2**: Presentation  **Resource 3**: Key consequences  **Resource 4**: Climate landscape scenarios and info sheets  **Resource 5**: Climate cards  **Resource 6**: Place Standard |

**Notes**

The aim of this workshop is for the students to:

* Think about and evaluate the quality of their place and other environments
* Gain an introduction to climate change
* Understand how a changing climate might impact their place

**Activity 1: Understanding different environments**

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| Suggested time: 30 minutes  Materials required: printed images of your local place or printed images in Resource 1 |

* For this activity, you can either use images of local places in your town if you have some, or you can print and use the images in [Resource 1].
* Have students work in groups of four to six. Each group receives a bundle of printed images, either your own or from Resource 2. Students spreads these out on their table, or on ground around them if there is space.
* Ask each student to select two images that interest them. These may be images that are visually interesting, images that tell a story about how people use the land and space around them; or even images that they don’t understand but would like to know more about – any image that resonates with them.
* Ask the students to discuss in their groups why they selected those particular images. What do these images tell them about the place and the environment?
* Bring students’ attention back to the front and go around the class asking each group to share one or two images and why they picked those images.
* Facilitate discussion about the environments the students have selected – do students think these are ‘good’ or ‘bad’ environments to live in, do they prompt any comments about society and how people live, what might students do to improve or change these environments?

**Activity 2: Introducing a changing climate**

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| Suggested time: 40 minutes  Materials required: Presentation in Resource 2. Printed copies of Resource 4. |

* Give the presentation about climate change to students using [Resource 2]. Discuss any issues that students find interesting or questions that they might have from the presentation.
* Give each group a large map of your local area. Ask the students to identify which places have been affected or could be affected in the future by a changing climate. Why might some places be more affected than others?
* To help understand why some places may be more impacted by a changing climate, give each group a copy of [Resource 3]. Ask each group to think about which of these scenarios are most likely to affect the places close to them. What impact might these consequences of have on other areas of Scotland that they have visited?

**Activity 3: A changing climate and our environment**

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| Suggested time: 60 minutes  Materials required: Printed images of ‘unadapted’ and ‘adapting’ landscape (of your choice) in Resource 4. |

* Use [Resource 4] to select the most relevant landscape for your local environment. Ignore the information sheets for the time being. Give each table large colour printed copies of the most relevant ‘unadapted’ and ‘adapting’ images. E.g. if your school is located by the coast, you may wish to use the unadapted and adapting coastal landscape images.
* Have students study the landscape in their groups. Ask each group to identify and circle the differences between the two versions of the landscape.
* You may wish to repeat the activity above with other landscapes, to encourage students to think about how different environments may be impacted by a changing climate.

**Activity 4: Adapting our places to a changing climate**

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| Suggested time: 20 minutes  Materials required: Printed copies of Resource 5. You may also wish to print a copy of the relevant info sheet from Resource 4. |

* [Resource 5] Give each group the appropriate climate card set for the given landscape (e.g. use the coastal climate cards if focusing on the coastal landscape scenario).
* Groups begin with climate cards facing picture side up and discuss what they think the adaptation method might be. After trying to identify the change, they turn over the cards to reveal the text explanation.
* Discuss the methods as a class to ensure students have a good understanding. You may wish to use the info sheets for each landscape in [Resource 4] to help the discussion.
* Ask each group to go back to the original map of their local area. Can they identify areas in their local place or region that could benefit from adaptation methods?

**Activity 5: Place Standard assessment**

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| Suggested time: 60 – 90 minutes  Materials required: Printed copies of the Place Standard in Resource 6.  You may wish to familiarise yourself with the Place Standard tool in advance. A guide to using the Place Standard is available at [www.placestandard.scot](http://www.placestandard.scot) |

* Introduce the Place Standard [Resource 6]. Explain to the pupils the purpose of the Place Standard tool and that the tool was designed to help individuals think about the physical elements of a place (for example its buildings, spaces, and transport links) as well as the social aspects (for example whether people feel they have a say in decision making).
* Have students work in groups. Hand out one paper copy of the Place Standard per group.
* If all students are from the same place then it doesn’t matter how the students organise their groups. However, it can be useful to split the students up into their respective areas/towns if the class covers a wide area. This will allow students to consider the places that are most relevant to them during the activity.
* The pupils are to nominate one scribe per group. Encourage the pupils to start working their way through the Place Standard, taking in to consideration the prompts mentioned under each category. As the pupils work their way through, they share their scores for each category (before moving on to the next one) with the rest of the group. The nominated scribe will then work out the average score for the entire group for that category.
* The nominated scribe will mark the average score on to the paper copy of the Place Standard booklet, and also – importantly –the pupils’ reasoning for why they have marked it that way. The pupils are to continue this until they have completed all 14 categories in the app and booklet.
* Ask each group to share their findings with the class. Where do the groups agree? Are there different scores for the same issues? What are the reasons behind their scores?
* Ask each group to now think about the issues they’ve discussed and relate them to a changing climate. How ‘climate ready’ is their place? Will any of the things that they value in their place, or any of the existing problems be exacerbated by a changing climate?

**Further activities**

To explore a changing climate further:

* You may like to repeat activities 3 and 4 with the landscapes that you did not consider, in order to explore the concept of climate change on our environments further.
* You may like to think about climate adaptation at your school or in the local area. Are there projects you could take forward (e.g. greening areas that are heavily built up)? The biodiversity officer in the local authority may be able to assist with this type of project.

To explore the ideas students have for their place:

* You may like to encourage pupils to pick the one of the issues that they raised in the Place Standard activity. Students could undertake a project or design a poster showing how they would like to improve that issue.