Celebrate Earth Day with Climate Conversations!

Total time: 45 mins
Age range: 8-14 years old
LEARNING OUTCOMES

• Engage in a conversation around climate change with an elderly relative/community member

• Draw a Then and Now picture based on their climate conversation, demonstrating the difference between the past and current ways of living and how that impacts climate change

• Demonstrate a positive action for the environment

NOTE TO EDUCATORS

Now that many students are distance learning and isolated from their friends and family, celebrating Earth Day could be a great way for students to connect with elderly relatives. In this activity, students are encouraged to talk to their elderly relatives, either online or over the phone, and ask them a series of questions about the environmental changes they’ve seen since they were their age. The below activity asks students to focus on one of three topics for their conversation: Food, Weather or Transport.

ACTIVITY OVERVIEW

STEP 1
Ask students have you heard of Earth Day? What do you think it might be? www.earthday.org/history/
(Every year on April 22, Earth Day marks the anniversary of the birth of the modern environmental movement in 1970).

STEP 2
Explain that as a way of taking action for Earth Day this year, students are invited to have a telephone or online conversation with an elderly relative/member of their community. The aim is to ask them a series of questions focusing on how the environment and natural world has changed over the course of their lives.

STEP 3
Brainstorm a series of questions together around one of the following topics: Weather, Food, Transport see Appendix 1 for possible questions. – which topic would students be most interested to ask about? How will these questions help us further understand how our home has changed because of climate change?

STEP 4
Explain to students that after their Climate Conversation they will need to use Appendix 2 to draw a Then and Now drawing of what their elderly relative said.

STEP 5
Share with the class their findings through their pictures, drawing out the connection between their chosen topic and how it impacts climate change.

STEP 6
Ask students to refer to their drawings and see if there was a positive action for climate change that they could replicate. E.g only using one tupperware/lunch box instead of buying a new one every year. If not, ask students to come up with their own positive action for the environment.

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APPENDIX 1 POSSIBLE QUESTIONS FOR STUDENTS TO ASK COMMUNITY/FAMILY MEMBERS

**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 2  NOW AND THEN STUDENT WORKSHEET

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>THEN</th>
<th>TOPIC</th>
<th>NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>What they said...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My drawing...</td>
<td></td>
<td></td>
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<tr>
<td>My action for...</td>
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